Strategic Plan Quarterly Report

For the quarter ending June 30, 2018

The Natrona County School District empowers every learner to grow, excel and be successful contributors to the local/global community.

Student Growth

High Academic Achievement

Safe & Healthy Environments

Efficient & Effective Operations

www.natronaschools.org
Strategic Plan - 2014-2019

The Natrona County School District empowers every learner to grow, excel and be successful contributors to the local/global community.

Student Growth and High Academic Achievement

By 2019, NCSD will increase the four-year graduation rate to 85%. NCSD graduates will be prepared for college or a high-skills career as measured by the NCSD graduate profile.

Strategies:
1. Deploy a system of common assessments that support school improvement plans.
2. Build and cultivate environments that foster 21st Century Learning.
3. Implement Academy Based Learning approaches and principles.

By 2019, NCSD will increase the percentage of students in grades 3, 5, and 8 reading at or above grade level to 85% as measured by the NWEA reading assessment.

Strategies:
1. Deploy a system of common assessments that support school improvement plans.
2. Engage students in learning aligned to Language Arts State Standards.
3. Partner with parents and community to strengthen literacy skills.

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

Strategies:
1. Deploy a system of common assessments that support school improvement plans.
2. Engage students in learning aligned to Wyoming’s content-area standards.

Safe & Healthy Environments and Efficient & Effective Operations

By 2019, NCSD will achieve an overall stakeholder satisfaction rating of 80% from annual climate surveys of students, parents, and staff.

Strategies:
1. Ensure environments are physically and mentally safe and healthy for everyone.
2. Improve efficiency and effectiveness of operations at all levels.
3. Recognize and celebrate student, parent, community and employee contributions.
4. Design and implement effective processes for all stakeholders that include providing information, gathering input, sharing results and taking action based upon feedback.

Transparency ● Excellence ● Joy ● Responsible Risk-Taking
Considerate, Meaningful Communication ● Collaboration
Integrity ● Diversity ● Mutual Trust ● Fairness
Executive Summary

The Natrona County School Board of Trustees has worked with the Natrona County Leadership Staff to assist in analyzing efforts of school and district improvement efforts while making recommendations for future improvement actions. Quarterly, Trustees and Leadership will deliberate over the issues associated with implementing a systematic improvement process that supports a district-wide strategic plan for improvement. This report presents the organization of those deliberations in the form of performance indicators and action items in current and future context.

The purpose of this report is to share information with our stakeholders about Natrona County School District’s (NCSD) current state of performance and the progress we are making toward our strategic plan.

The 2014-2019 Strategic Plan was developed by a group of stakeholders, including the NCSD Board of Trustees, representatives from all employee groups, parents, community members, and students. The NCSD Board of Trustees has officially adopted this strategic plan to guide the District’s work.

In June 2018, the Board of Trustees revised goal two to align with the change in the assessment structure at state level.

The Curriculum & Instruction Division is tracking progress towards three of the four goals to impact student growth and high academic achievement:

- By 2019, NCSD will increase the four-year graduation rate to 85%. NCSD graduates will be prepared for college or a high-skills career as measured by the NCSD graduate profile.
- By 2019, NCSD will increase the percentage of students proficient in English Language Arts (ELA) in grades 3, 5, 7, and 9 to ____%\(^1\), based on the Wyoming Performance and Content Standards as measured by the state summative assessment.
- By 2019, all NCSD schools will meet or exceed school-level performance expectations as defined in the Wyoming School Accountability model.

The Human Resources Division is assessing progress of the goal in the area of safe and healthy environments and efficient and effective operations:

- By 2019, NCSD will achieve an overall stakeholder satisfaction rating of 80% from annual climate surveys of students, parents, and staff.

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\(^1\) The percentage will be set after the Wyoming Department of Education determines cut scores.
Predictive Graduation Rate

The predictive graduation rate is a real-time indicator of the number of students that currently are enrolled in each of NCSD high schools and have earned the number of credits that make them “on-time” graduates. This rate is different from the four-year on-time graduation rate because the true enrollment of the high schools is used as the $n$ (number) size not a cohort number.

At the end of first semester, the number of credits earned by grade twelve (12) students represented that 86% of the students were on track to accumulate at least 26.5 credits within four (4) years. Next year’s seniors were projecting that 84% were on track to earn the number of credits necessary.

NCSD has seen a fluctuation in this rate between different graduating classes. This secondary indicator allows us track the students that are still enrolled in NCSD schools.

Credits Earned, Grade Point Average and Non Graduates

Cumulative GPA is a statistically significant predictor of high school students’ future performance, academic achievement, and success in postsecondary education. High school grade point averages (GPA) are useful for predicting many aspects students’ college performance. High school GPA has a strong association with their college GPA. High school GPA also has strong association with college credit accumulation. Also, students who perform at or above the ‘B’ threshold (e.g., students who earn a 3.0 grade point average [GPA] or higher) are more likely to be prepared for their college and career pursuits.

To graduate from a NCSD high school, a student must earn 26.5 credits. Many grade 12 students earned the majority of their credits before the second semester of their grade 12 year, and therefore may not have taken a full course load. The average credits earned and attempted for the year was higher than that of the previous graduating class. The KW and NC students averaged approximately 6 credits during their senior year. This is moderately less than the desired 6.625 credits desired during their last year in high school.

Non-Graduate Rates for High School

The non-graduate rate due to students that dropped-out increased by 14 students this school year was compared to last year.

NCSD Predictive Graduation Rate

<table>
<thead>
<tr>
<th>2018 Graduating Class</th>
<th>Grade 9 - 75%</th>
<th>Grade 10 - 70%</th>
<th>Grade 11 - 76%</th>
<th>Grade 12 - 86%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019 Graduating Class</td>
<td>Grade 9 - 79%</td>
<td>Grade 10 - 76%</td>
<td>Grade 11 - 84%</td>
<td></td>
</tr>
<tr>
<td>2020 Graduating Class</td>
<td>Grade 9 - 76%</td>
<td>Grade 10 - 80%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2021 Graduating Class</td>
<td>Grade 9 - 83%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

NCSD’s Cumulative Credits Attempted vs Credits Earned and GPA for the 2017-18 Academic Year

<table>
<thead>
<tr>
<th>2018 Graduating Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCSD: 6.42 attempt, 6.12 earn, 2.87GPA</td>
</tr>
<tr>
<td>KWHS: 6.43 attempt, 6.18 earn, 3.03GPA</td>
</tr>
<tr>
<td>MW: 6.41 attempt, 6.37 earn, 3.39GPA</td>
</tr>
<tr>
<td>NCHS: 6.63 attempt, 6.5 earn, 2.85GPA</td>
</tr>
<tr>
<td>RHS: 6.24 attempt, 5.36 earn, 2.21GPA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2019 Graduating Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCSD: 7.55 attempt, 7.13 earn, 2.66GPA</td>
</tr>
<tr>
<td>KWHS: 7.76 attempt, 7.37 earn, 2.81GPA</td>
</tr>
<tr>
<td>MW*: 7.71 attempt, 7.91earn, 3.04GPA</td>
</tr>
<tr>
<td>NCHS: 8.04 attempt, 7.36 earn, 2.66GPA</td>
</tr>
<tr>
<td>RHS: 6.88 attempt, 5.90 earn, 2.14GPA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2020 Graduating Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCSD: 7.78 attempt, 7.04 earn, 2.50GPA</td>
</tr>
<tr>
<td>KWHS: 7.77 attempt, 7.40 earn, 2.77GPA</td>
</tr>
<tr>
<td>MW: 7.55 attempt, 7.20 earn, 2.65GPA</td>
</tr>
<tr>
<td>NCHS: 8.13 attempt, 7.41 earn, 2.65GPA</td>
</tr>
<tr>
<td>RHS: 7.68 attempt, 5.15 earn, 1.92GPA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2021 Graduating Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCSD: 8.01 attempt, 7.25 earn, 2.58GPA</td>
</tr>
<tr>
<td>KWHS: 8.06 attempt, 7.71 earn, 2.85GPA</td>
</tr>
<tr>
<td>MW*: 7.71 attempt, 8.96 earn, 2.69GPA</td>
</tr>
<tr>
<td>NCHS: 8.22 attempt, 7.53 earn, 2.70GPA</td>
</tr>
<tr>
<td>RHS: 8.04 attempt, 6.00 earn, 2.10GPA</td>
</tr>
</tbody>
</table>

2017-18 Non-Graduate Students

| NCSD: 195 students |
| KWHS: 78 students |
| MW: 2 students |
| NCHS: 73 students |
| RHS: 42 students |

3
school year. Over the past four (4) years NCSD has 75 fewer dropout students. In 2015 NCSD had accumulated 270 non-graduates as compared to 195 in 2018. KW and NC experienced a similar rate of dropout only differing by five students.

**FastBridge Reading Screening Data**
The 2017-18 school year was the first year for the implementation of the FastBridge Screening System. The screener for kindergarten and first grade is called early reading, it is an individual assessment given to a student one on one by the teacher. The screener for second and third grades is an adaptive computer assessment. This is the baseline data year.

**District Assessment System (Part of the Standards Based System)**
Currently we have all 9 subject areas that are engaged in supporting the work around a guaranteed and viable curriculum. All of these content areas are at different phases of the work.

The math assessments are in their second year of full implementation and offer the first trend data for NCSD#1. Compared to the baseline data of 2016-17, the percentage of students in Quintile 4 and 5, for Algebra 1 students in middle school had a 30% increase for interim 1 and 16% increase for interim 2 in the 2017-18 school year. For the 2017-18 school year, the high school had a decrease of 8% in Algebra 1 Interim 1 and 6% increase in Algebra 1 Interim 2. In Geometry Interim 1 there was no change and there was a decline for Geometry Interim 2 of 11%. In Algebra 2 there were increases in both the interim 1 and 2 assessment.

The 2017-18 school year was the baseline data year for ELA assessments.
AdvancEd Survey

AdvancEd Survey AdvancEd is a nonprofit educational organization that conducts on-site external reviews of school districts. The state of Wyoming used AdvancEd as the accrediting body for all of the districts in Wyoming. Wyoming Statute requires the implementation of the accreditation process every five years and is a rigorous review around five standards. The five standards are research based and are:

- Standard 1: Purpose and Direction
- Standard 2: Governance and Leadership
- Standard 3: Teaching and Assessing for Learning
- Standard 4: Resources and Support Systems
- Standard 5: Using Results for Continuous Improvement

The AdvancEd structure also allows for individual philosophy at the district level to achieve the requirements as rated through rubrics for the five standards (www.advanc-ed.org). As part of the accreditation process, the district is required to administer a survey to all stakeholders at a minimum of once every five years. NCSD has elected to conduct the AdvancEd survey once a year to assist in school improvement planning. Within the AdvancEd survey there were specific indicators embedded in the standards that address the strategies of goal four in NCSD’s strategic plan. The response rates for these indicators will be reported over time to monitor the progress towards the goal of 80% satisfaction rate on climate surveys. The 2018 survey was administered in the fall for all schools in the district. There was a change to the survey questions in the 2017-18 school year. Therefore, the data is reported by large standard not by indicator as in previous years.

CSF Campus Customer Satisfaction Surveys

The data included in this report reflects responses on the Customer Satisfaction Survey from March 17, 2018 through June 15, 2018 for quarter 4 and for the 2017-18 full year. There were 55 logins during quarter 4, however, only 41 responses recorded information other than demographic. All departments/services were identified to inform the overall district satisfaction level. The overall satisfaction level for quarter 4 was 88%. For the full year there were 318 responses and the overall satisfaction rate was 94%.

<table>
<thead>
<tr>
<th>Overall District Satisfaction Trend Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16 78%</td>
</tr>
<tr>
<td>2016-17 91%</td>
</tr>
<tr>
<td>2017-18 94%</td>
</tr>
</tbody>
</table>
Goal 1

By 2019, NCSD will increase the four-year graduation rate to 85%. NCSD graduates will be prepared for college or a high-skills career as measured by the NCSD graduate profile.

Secondary Indicator: Predictive Graduation Rate

Credits earned by a graduating class of students each year is a secondary indicator for on-time graduation rate. Starting with the graduating class of 2017 the number of credits required to graduate from high school increased from 24.5 to 26.5. The increase in required credits also increased the number of credits required for NCSD to consider a student on track to graduate with their cohort in four years. Tables 1-4 represent the number of credits earned at the end of the 2017-18 school year for each graduating class. This calculation used real-time data for students currently enrolled in each of the NCSD high schools and does not take into account the students that have left the school. The calculation for credits earned is simply the quantity of credits and does not ensure that the credits meet all of the required coursework for graduation. These tables are also based on the class designation of grade 9, 10, 11, and 12. It does not use the federal designation of cohort.

For the 2018 graduating class in all four high schools, there was a decrease from previous graduating classes at the grade 9 level in the percent of students on track to graduate in four years. This difference continued through the end of the grade 10 year, the predictive rate of graduation was two points lower than the 2017 graduating class and four points lower than for the 2016 graduating class. At the end of the grade 10 year for the 2018 class, there were 70% students on track to graduate in four years. There was an increase of 6% at the end of the grade 11 year, however, there was a decrease in enrollment and if this was due to students dropping out there could be a further drop in the on-time graduation rate (Table 1). At the end of the 2017-18 school year, (senior year) the predictive rate was at 86%.

In their first semester of high school, the 2019 graduating class had 83% of the students on track to graduate on time, this reduced to 79% at the end of the freshman year (Table 2). This rate was higher than the 2018 graduating class at grade 9, but equal to that of the 2017 graduating class. There was a 3% decrease from the end of grade 9 to the end of grade 10 (Table 2). However, at the end of the junior year, there was an increase of 8%. Currently this class has a predictive rate of 84%.

After semester one of grade 9 in 2016-17 for the 2020 graduating class, 84% of the students are on track for graduation, the end of grade 9 predictive rate was 76%. The predictive rate at the end of semester one for grade 10 was 83%, which is close to the same percentage as at the end of semester one of grade 9 (Table 3), however that rate dropped to 80% for the end of their sophomore year.

For the 2021 graduating class, the predictive graduation rate for semester one was 90%. This dropped to 83% to end their freshman year (Table 4).
### 2018 Graduating Class

<table>
<thead>
<tr>
<th>School</th>
<th>9th Credits Earned</th>
<th>10th Cumulative Credits Earned</th>
<th>11th Cumulative Credits Earned</th>
<th>12th Cumulative Credits Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># of students with 6.6+ Credits</td>
<td>% of Students on track for 4-yr grad</td>
<td># of students with 13.2+ Credits</td>
<td>% of Students on track for 4-yr grad</td>
</tr>
<tr>
<td>CCA</td>
<td>14</td>
<td>82%</td>
<td>317</td>
<td>72%</td>
</tr>
<tr>
<td>KWHS</td>
<td>335</td>
<td>76%</td>
<td>317</td>
<td>72%</td>
</tr>
<tr>
<td>Midwest</td>
<td>12</td>
<td>80%</td>
<td>11</td>
<td>73%</td>
</tr>
<tr>
<td>NCHS</td>
<td>381</td>
<td>78%</td>
<td>347</td>
<td>75%</td>
</tr>
<tr>
<td>RHS</td>
<td>12</td>
<td>34%</td>
<td>13</td>
<td>21%</td>
</tr>
<tr>
<td>District</td>
<td>754</td>
<td>75%</td>
<td>688</td>
<td>70%</td>
</tr>
</tbody>
</table>

Table 1

### 2019 Graduating Class

<table>
<thead>
<tr>
<th>School</th>
<th>9th Credits Earned</th>
<th>10th Cumulative Credits Earned</th>
<th>11th Cumulative Credits Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># of students with 6.6+ Credits</td>
<td>% of Students on track for 4-yr grad</td>
<td># of students with 13.2+ Credits</td>
</tr>
<tr>
<td>CCA</td>
<td>26</td>
<td>74%</td>
<td>392</td>
</tr>
<tr>
<td>KWHS</td>
<td>398</td>
<td>81%</td>
<td>392</td>
</tr>
<tr>
<td>Midwest</td>
<td>15</td>
<td>88%</td>
<td>13</td>
</tr>
<tr>
<td>NCHS</td>
<td>319</td>
<td>80%</td>
<td>318</td>
</tr>
<tr>
<td>RHS</td>
<td>11</td>
<td>32%</td>
<td>14</td>
</tr>
<tr>
<td>District</td>
<td>769</td>
<td>79%</td>
<td>737</td>
</tr>
</tbody>
</table>

Table 2
### 2020 Graduating Class

<table>
<thead>
<tr>
<th>School</th>
<th># of students with 6.6+ Credits</th>
<th>% of Students on track for 4-yr grad</th>
<th># of students with 13.2+ Credits</th>
<th>% of Students on track for 4-yr graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCA</td>
<td>15</td>
<td>88%</td>
<td>17</td>
<td>84%</td>
</tr>
<tr>
<td>KWHS</td>
<td>355</td>
<td>80%</td>
<td>445</td>
<td>84%</td>
</tr>
<tr>
<td>Midwest</td>
<td>11</td>
<td>100%</td>
<td>11</td>
<td>73%</td>
</tr>
<tr>
<td>NCHS</td>
<td>338</td>
<td>77%</td>
<td>441</td>
<td>80%</td>
</tr>
<tr>
<td>RHS</td>
<td>20</td>
<td>36%</td>
<td>56</td>
<td>59%</td>
</tr>
<tr>
<td>District</td>
<td>739</td>
<td>76%</td>
<td>970</td>
<td>80%</td>
</tr>
</tbody>
</table>

Table 3

### 2021 Graduating Class

<table>
<thead>
<tr>
<th>School</th>
<th># of students with 6.6+ Credits</th>
<th>% of Students on track for 4-yr grad</th>
</tr>
</thead>
<tbody>
<tr>
<td>KWHS</td>
<td>449</td>
<td>90%</td>
</tr>
<tr>
<td>Midwest</td>
<td>9</td>
<td>69%</td>
</tr>
<tr>
<td>NCHS</td>
<td>373</td>
<td>79%</td>
</tr>
<tr>
<td>RHS</td>
<td>33</td>
<td>62%</td>
</tr>
<tr>
<td>District</td>
<td>864</td>
<td>83%</td>
</tr>
</tbody>
</table>

Table 4
Secondary Indicator: Credits attempted vs. Credits Earned and GPA in Grades 9-12 for Full Year 2017-18

Figures 1-4 indicate the average number of credits attempted, average number of credits earned, an average GPA for NCSD high school students for the full 2017-18 school year. Averages indicate an overall picture; however, outliers (high or low) can skew the data.

To graduate from NCSD a student must earn 26.5 credits, which means that each student needs to earn at least 6.6 credits each year, which was a little more than three credits a semester.

The 2018 graduating class (Figure 1) had a district average GPA of 2.87, above a C average. During the grade 11 year, this cohort was averaging 6.6 credits per year and was on track as a cohort in average credits earned. This class ended their senior year with 6.12 credits earned and an average GPA of 2.87.

The 2019 graduating class had a district average GPA of 2.66. The cohort has earned on average 6.8 credits for the 2016-17 school year and 7.13 credits during their grade 11 year (Figure 2).

The 2020 graduating class had a district average GPA of 2.50 and an average of 7.04 credits for the 2017-18 school year. This average increased to 7.04 credits earned (Figure 3).

The 2021 graduating class ended their grade 9 year earning an average of 7.25 credits and an average GPA of 2.58 (Figure 4)
Figure 3

2020 Graduating Cohort
Grade 10 2017-18 Credit Analysis and GPA

Average Credits and GPA

<table>
<thead>
<tr>
<th>School</th>
<th>Average Credits Attempted</th>
<th>Average Credits Earned</th>
<th>Average GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>KWHS</td>
<td>7.77</td>
<td>7.40</td>
<td>2.77</td>
</tr>
<tr>
<td>Midwest</td>
<td>7.55</td>
<td>7.20</td>
<td>2.65</td>
</tr>
<tr>
<td>NCHS</td>
<td>7.41</td>
<td>6.15</td>
<td>1.92</td>
</tr>
<tr>
<td>RHS</td>
<td>7.68</td>
<td>6.80</td>
<td>2.10</td>
</tr>
<tr>
<td>NCSD</td>
<td>7.78</td>
<td>7.04</td>
<td>2.50</td>
</tr>
</tbody>
</table>

Figure 4

2021 Graduating Cohort
Grade 9 2017-18 Credit Analysis and GPA

Average Credits and GPA

<table>
<thead>
<tr>
<th>School</th>
<th>Average Credits Attempted</th>
<th>Average Credits Earned</th>
<th>Average GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>KWHS</td>
<td>8.06</td>
<td>7.71</td>
<td>2.85</td>
</tr>
<tr>
<td>Midwest</td>
<td>7.71</td>
<td>6.96</td>
<td>2.69</td>
</tr>
<tr>
<td>NCHS</td>
<td>7.53</td>
<td>7.53</td>
<td>2.70</td>
</tr>
<tr>
<td>RHS</td>
<td>8.04</td>
<td>6.80</td>
<td>2.10</td>
</tr>
<tr>
<td>NCSD</td>
<td>8.01</td>
<td>7.25</td>
<td>2.58</td>
</tr>
</tbody>
</table>
Secondary Indicator: Non-Graduates for the 2017-18 School Year

The data in Figures 5-6 was extracted from Infinite Campus, the NCSD management system, and included real time data. The data is contingent upon data entry at the school level, and informs the district towards the graduation rate through trend data. There are variations in Figure 5 from the last quarterly report due to changes in the codes entered in Infinite Campus at the school site. As of June 2018, 195 students were non-graduates and coded as dropouts for the 2017-18 school year. This is an increase of 14 students from the 2016-17 year. These figures fluctuate due to the mobility of students in and out of the school district throughout the year.

Figure 5
Number of Non-Graduates by Grade and School
September through June 2017-18

[Bar chart showing number of non-graduates by grade and school from KWHS, Midwest, NCHS, RHS, and NCSD, with data for Grade 9, Grade 10, Grade 11, and Grade 12.

Figure 6]
Certification Programs

NCSD is actively working to develop and support numerous kinds of certification that will be available in the secondary system, with a variety of purposes. Generally these can be characterized as either work or career readiness certification programs that capture generic proficiencies and skills or industry certification programs that measure qualifications needed in a specific industry or job function. Work readiness programs vary, but all are intended to provide certification that is applicable across industries and occupations. Industry certification refers to certification issued by an occupational or industry group to signal completion of particular training, coursework, apprenticeship, or other preparation for a particular job or job category. Many jobs require some form of industry certification as a prerequisite to hiring and legal licensure is often based on industry-developed assessments. The table illustrates certifications available to NCSD students in the respective academies.

<table>
<thead>
<tr>
<th>ACME</th>
<th>BANR</th>
<th>CACD</th>
<th>HSHS</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>● AWS Sense Entry Level Welding 1 (4 welding processes)</td>
<td>● ProSTART</td>
<td>● None</td>
<td>● Certified Nursing Assistant</td>
<td>● CISCO @ NC &amp; KW</td>
</tr>
<tr>
<td>● ASE Auto (5 Certifications)</td>
<td>● ServSafe</td>
<td></td>
<td>● First Aid/CPR</td>
<td></td>
</tr>
<tr>
<td>● Heavy Equipment Operator</td>
<td>● Veterinary Technician Medical</td>
<td></td>
<td>● Basic Life Support</td>
<td></td>
</tr>
<tr>
<td>● OSHA 10-Hr Authorizations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ACME

The Welding Technology, Level I (Entry Welder) Certificate is based on the American Welding Society (AWS) National School Standards Education (SENSE) guidelines. It is a comprehensive set of minimum standards and guidelines that are approved to train students for entry level welding certification. Over the course of 2-3 years, students will learn the following processes and have the opportunity to take the certification examination. Students will earn the certification(s) as a result of successfully completing the examination(s). There is a $15 fee for the examination.

The ASE Auto certification process provides students who have an interest in learning more about maintenance and light repair the opportunity to work on the skills necessary to successfully perform the most common maintenance

<table>
<thead>
<tr>
<th>ACME Welding Certifications Awarded 2017-18 Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASense Entry Level Welding 1 - 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACME Automotive Certificates Awarded 2017-18 Semester 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>HVAC - 8</td>
</tr>
<tr>
<td>Manual Drivetrain and Axles - 5</td>
</tr>
</tbody>
</table>

2017-18 Semester 2

<table>
<thead>
<tr>
<th>Electrical/Elektronic - 15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brakes - 12</td>
</tr>
</tbody>
</table>
and light repair tasks. Over the course of 2-3 years, students will have the opportunity to certify in up to eight (8) areas. Students will earn the certification(s) as a result of successfully completing the examination(s). There is a $30 examination fee per year. Students may take as many examinations as they feel prepared to attempt within that year for that $30. Each exam may be taken twice.

The Heavy Equipment Operator Certification course prepares students to test for their heavy equipment certification through both in class academic lessons and hands on heavy equipment operation, allowing them to enter the workforce as a certified heavy equipment operator. Specific areas of study will include safety, tools, rigging, materials handling, identification and Orientation to the Trade. This course is presented in 3 modules, each of them made up of 1-9 areas of study Modules and the hands on application will be held at the Wyoming Contractors Association Regional Training Center.

OSHA 10 Hour Authorization broadens workers’ and employers’ knowledge on the recognition, avoidance, and prevention of safety and health hazards in their workplaces. Students that participate in the Construction Pathway in the ACME Academy will receive this training and the formal OSHA 10 Hour Authorization that comes with this training. There is no fee for the examination.

BANR
Students in the Culinary Pathway within the BANR Academy earn ProSTART National Certificate of Achievement. To earn the ProStart National Certificate of Achievement, a student must pass “The Foundations of Restaurant Management and Culinary Arts” level 1 and level 2 exams, document 400 hours of work experience and demonstrate proficiency on more than 50 workplace competencies. Work experience can come from paid jobs, school-based enterprises or relevant volunteer work. ServSafe® Certification is earned by students in the Culinary Pathway within the BANR Academy upon successful completion of the ServSafe Food Handler Program and assessment. The certification focuses on safety in the culinary environment and is recognized by the food industry.

HSHS
Certified Nursing Assistant (CNA) certification may be earned by students in the Health Sciences Pathway in the HSHS Academy upon successful completion of the National Nurse Aide Assessment program examination. Over a year, students will learn the necessary information and skills to take the examination. There is a fee for the examination. Students in the HSHS Academy through the
American Red Cross may earn first Aid/CPR certification. Students will learn basic competencies in First Aid and CPR. There is a fee for the examination.
Goal 2:

By 2019, NCSD will increase the percentage of students proficient in English Language Arts (ELA) in grades 3, 5, 7, and 9 to ____%, based on the Wyoming Performance and Content Standards as measured by the state summative assessment.

Secondary Indicator: FastBridge Screening

Universal screening is the process of regularly checking every student’s performance periodically during the school year. This helps to identify students who are on track and responding well to core (tier 1) instruction and those who may need more targeted instruction or intensive support. Students in Grade K through Grade 3 participated in the FastBridge Universal Screener for reading in the fall and spring of the 2017-18 school year. Benchmark scores were used to indicate each student’s level of risk for not meeting the end of year goal. Students fell into one of two categories as depicted in Figure 7, which are At Risk or On or Above Grade Level. Of the 950 students who took the screener this Spring in kindergarten, 53% were considered On or Above Grade Level. Grade 1 screened 977 students with 49% On or Above Grade Level. Grade 2 had the highest percentage of students reaching the On or Above Grade Level category at 74% and Grade 3 had 67%.

---

2 The percentage will be set after the Wyoming Department of Education determines WY-TOPP Cut Scores and the data is released.
Figure 7
Goal 3:

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

Secondary Indicator: Standards Update

Currently we have all 9 subject areas that are engaged in supporting the work around a guaranteed and viable curriculum. All of these content areas are at different phases of the work.

In 2012 the State Board of Education adopted the Wyoming 2012 Content and Performance Standards for Language Arts and Math, also known as the Common Core State Standards (CCSS). The impact of this was dramatic because of the substantial change in the content and rigor expected of students from the 2008 Wyoming standards.

During the spring session of 2015, the Wyoming Legislative Body adjusted the standards review and adoption process from five (5) to nine (9) years. Under the previous five (5) year process the Natrona Curriculum Coordinating Council had recommended a cyclic timeline for each of the nine (9) content areas. On July 28, 2015 the State Board of Education approved a statewide cycle for all content standards through 2026. NCSD will have all nine (9) content areas systematically developed to Wyoming’s standards and cyclically maintained before the start of the 2018 school year.

A majority of elementary and middle schools have identified a strategic focus to improve their performances related to the ELA and Math standards. Schools intend to accomplish this by aligning their instruction to support the fundamentals of the standards. Schools have a strategy that is intended to strengthen skills. They are also designing an assessment system that will monitor their progress towards the goal.

The Natrona County School District’s Curriculum and Instruction Division is supporting this goal through the standards-based initiative. NCSD is working to establish a guaranteed and viable curriculum. This work is designed to establish a learning curriculum that guides equal opportunities for all students to learn the expectations of the content standards, outcomes, and components. The essential learning is defined by what students must know or be able to do in order to meet the performance level of the standards during the academic school year.

The work also provides a common understanding among educators as to what the students should learn at particular grades. Classroom representatives from all grade levels assemble and work collectively to help define this work through subject area committees. Subject area committees will incorporate vertical and horizontal alignment of standards K-12, the identification of the primary outcomes, specificity of the supporting content components, the establishment of a district-wide assessment structure, and efforts to align resources. Currently we have nine (9) subject areas that are engaged in supporting the work around a guaranteed and viable curriculum. All of these content areas are at various phases of the work.

Math - Math curriculum, assessment, and resource adoption were fully operational for the 2017-18 school year. In June 2017, the Subject Area Committee met and revised assessments and proficiency scales based on validation data from the 2016-17 school year. The Math Articulation Committees met quarterly for continued feedback and will continue in 2018-19.
**Language Arts** - The ELA curriculum was approved by the Board of Trustees in February 2017. The ELA Subject Area Committee wrote grade level assessments, evaluated them for reliability, validity, and fairness. In February 2017, the assessments were finalized and deployed district-wide in September 2017. In 2017-18 the Subject Area Committee used the validation process for ELA Assessments. This process allowed for the committee to receive continuous improvement feedback from teachers across the system. The ELA Articulation Committee met quarterly for continued feedback and will continue to meet in 2018-19.

**Health** - The Health Curriculum was approved by the Board of Trustees in February 2017. The Health Subject Area Committee wrote grade band assessments, evaluated them for reliability, validity, and fairness. The assessments were deployed September 2017. The Subject Area Committee used the validation process for Health Assessments. This process allowed for the committee to receive continuous improvement feedback from teachers across the system. The Health Articulation Committee met quarterly for continued feedback and will continue to meet in 2018-19.

**Physical Education** - The PE Curriculum was approved by the Board of Trustees in June 2017. During Fall 2017 the Subject Area Committee met and wrote draft assessments and proficiency scales. The assessments were piloted within committee members’ classrooms in Spring 2018. The assessments will go out in draft form during the 2018-19 school year for validation and feedback. In addition, the committee made a recommendation on resources to the Board in Spring 2018. The resources were approved by the Board and schools are now able to purchase resource materials in PE. The PE Articulation Committees met quarterly for continued feedback and will continue to meet in 2018-19.

**Fine and Performing Arts** – The FPA Curriculum was approved by the Board of Trustees in June 2017. During Fall 2017 the Subject Area Committee met and wrote draft assessments and proficiency scales. The assessments were piloted within committee members’ classrooms in Spring 2018. The assessments will go out in draft form during the 2018-19 school year for validation and feedback. The committee made a recommendation on resources to the Board in Spring 2018. The resources were approved by the Board and schools are now able to purchase resource materials for Fine and Performing Arts. The FPA Articulation Committees met quarterly for continued feedback and will continue to meet in 2018-19.

**Social Studies** - During the 2017-18 school year, the Social Studies Curriculum is in its second draft year based on the validation feedback. The Subject Area Committee met in Spring 2018 to review the feedback from validation, revisions were made as needed, and the proposed curriculum went to the Board of Trustees in June 2018. The curriculum was approved. The Subject Area Committee will meet in the Fall of 2018 to write an addendum to the curriculum to include the newly adopted *Native American Education for All* Wyoming State Standards. The Subject Area Committee will begin writing assessments and looking for resources in the 2018-19 school year. The Social Studies Articulation Committees will meet quarterly in 2018-19 for continued feedback.

**Foreign Language** - During the 2017-18 school year, the Foreign Language Curriculum was in draft form. Stakeholders were asked to give feedback on the implementation and content of the curriculum through the validation survey. The Subject Area Committee met in Spring 2018 to review the feedback from validation, revisions were made as needed, and the proposed curriculum was adopted by the Board of Trustees in June 2018. The Subject Area Committee will begin writing assessments and looking for resources in the 2018-19 school year. Foreign Language Articulation Committees will meet quarterly in 2018-19 for continued feedback.

**Career Vocational Education** - During the 2017-18 school year, the Career Vocation Education Curriculum was in draft form. Stakeholders were asked to give feedback on the implementation and content of the curriculum
through the validation survey. The Subject Area Committee met in Spring 2018 to review the feedback from validation, revisions were made as needed, and the proposed curriculum was adopted by the Board of Trustees in June 2018. The Subject Area Committee will begin writing assessments and looking for resources in the 2018-19 school year. The Career Vocational Education Articulation Committees will meet quarterly in 2018-19 for continued feedback.

**Science** - During the 2017-18 school year, the Science Subject Area is developing the draft science curriculum. The committee met six times first semester, including two days of staff development. Second semester, the Science Subject Area Committee met four additional days to complete the Science draft curriculum. During the 2018-19 School year the Subject Area Committee will request feedback from teachers as part of the curriculum validation process.

**Secondary Indicator: FastBridge Math Screening**

Universal screening is the process of regularly checking every student’s performance periodically during the school year. This helps to identify students who are on track and responding well to core instruction and those who may need more support. Students in Grades K through Grades 3 participated in the FastBridge Universal Screener for math in the fall and spring of the 2017-18 school year. Benchmark scores were used to indicate each student’s level of risk for not meeting the end of year goal. Students fell into one of two categories as depicted in Figure 8, which are At Risk or On or Above Grade Level. Of the 942 students who took the screener this Spring in kindergarten, 64% were considered On or Above Grade Level. Grade 1 screened 990 students with 69% On or Above Grade Level. Grade 2 had the highest percentage of students reaching the On or Above Grade Level category at 83% and Grade 3 had 58%.
Math
During the summer of 2016, the Math Subject Area Committee established interim assessments for each high school math course and proficiency scales in grades K-8. High School opted for a more traditional approach of an assessment each semester. The elementary and middle school chose a more formative approach with the use of proficiency scales, which allowed educators the autonomy to indicate math understanding throughout the calendar year. This adjustment allowed educators to utilize instructional information at the classroom level. In addition, teachers can instructionally respond to the information as an instructional model that allows them to either reteach or move into enrichment.

High School Courses
Overall Participation
Table 5 depicts the total number of students that participated in the Interim 1 and Interim 2 assessments in Algebra 1, Algebra 2, and Geometry over the course of the 2017-18 year. Due to the different master schedules, some students may have taken both Interim 1 and Interim 2 in Semester 1. Table 5 shows a summary of the number of students assessed in each course regardless of when it was administered.
<table>
<thead>
<tr>
<th>Subject/Test</th>
<th>Number of Students</th>
<th>Subject/Test</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra 1/Interim 1</td>
<td>737</td>
<td>Algebra 1/Interim 2</td>
<td>796</td>
</tr>
<tr>
<td>Algebra 2/Interim 1</td>
<td>527</td>
<td>Algebra 2/Interim 2</td>
<td>485</td>
</tr>
<tr>
<td>Geometry Interim 1</td>
<td>743</td>
<td>Geometry Interim 2</td>
<td>726</td>
</tr>
</tbody>
</table>

Table 5

**Performance Level**

The high school course interim assessments were revised during the summer of 2016, validated during the 2016-17 school year, and final revisions were made in the summer of 2017. The Math Subject Area Committee determined that there would be two interim assessments per course (Algebra 1, Algebra 2, and Geometry). There would be one assessment given half way through the course, which in a traditional schedule would be after first semester, and a second assessment given at the end of the course. Figures 9 - 16 depict the overall data for Interim 1 and Interim 2 in each course for the 2017-18 year. Schools who had less than 10 students were not shown in the graphs individually but were included in the overall data set for NCSD. Figures 9 & 10 (Algebra 1) show 83% of 8th grade students and 40% of high school students scored within the 4th and 5th quintiles on Interim 1. Figures 11 & 12 (Algebra 1) show 88% of 8th grade students and 51% of high school students scored within the 4th and 5th quintiles on Interim 2. Illustrated in Figures 13 & 14, (Algebra 2) 59% of students scored in the 4th and 5th quintiles on Interim 1 and 58% on Interim 2. Figures 15 & 16 (Geometry) indicates the largest percentage of high school students scored in the top two quintiles at 71% on Interim 1 and 40% on Interim 2.

**Percentage of Grade 8 Students in each Quintile on the 2017-18 Algebra 1 Interim 1**

Figure 9
Figure 10

**Percentage of High School Students in each Quintile on the 2017-18 Algebra 1 Interim 1**

![Bar chart showing percentage of students in different quintiles for NCSD, KWHS, Midwest, and NCHS.](chart1)

Figure 11

**Percentage of Grade 8 Students in each Quintile on the 2017-18 Algebra 1 Interim 2**

![Bar chart showing percentage of students in different quintiles for NCSD, CCA, CJHS, CYMS, DMJH, and Woods.](chart2)
Figure 12

Percentage of High School Students in each Quintile on the 2017-18 Algebra 1 Interim 2

Figure 13

Percentage of High School Students in each Quintile on the 2017-18 Algebra 2 Interim 1
**Percentage of High School Students in each Quintile on the 2017-18 Algebra 2 Interim 2**

- **Quintile 1**: 0-20%
- **Quintile 2**: 21-40%
- **Quintile 3**: 41-60%
- **Quintile 4**: 61-80%
- **Quintile 5**: 81-100%

![Bar Chart](Image)

**Figure 14**

**Percentage of High School Students in each Quintile on the 2017-18 Geometry Interim 1**

- **Quintile 1**: 0-20%
- **Quintile 2**: 21-40%
- **Quintile 3**: 41-60%
- **Quintile 4**: 61-80%
- **Quintile 5**: 81-100%

![Bar Chart](Image)

**Figure 15**
Elementary/Middle School
Overall Participation for Semester One

Table 6 depicts the number of students that were reported for first semester for the proficiency scales in grades 3-8. The reporting schedule was determined by the subject area committee during the summer of 2017. The windows were determined in larger time spans to allow for teachers to have the flexibility within the quarter to administer the assessments and report the proficiency scales when it made most sense for instruction.
<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Proficiency Scale</th>
<th>Number of Students</th>
<th>At or Above Proficiency</th>
<th>Below Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>Geometry Shapes</td>
<td>932</td>
<td>624/66.95%</td>
<td>308</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>Counting and Cardinality</td>
<td>932</td>
<td>753/80.79%</td>
<td>179</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>Number Names and Count Sequence</td>
<td>932</td>
<td>722/77.47%</td>
<td>210</td>
</tr>
<tr>
<td>Grade 1</td>
<td>Place Value</td>
<td>923</td>
<td>748/81.04%</td>
<td>175</td>
</tr>
<tr>
<td>Grade 1</td>
<td>Problem Solving to 20</td>
<td>914</td>
<td>699/76.48%</td>
<td>215</td>
</tr>
<tr>
<td>Grade 2</td>
<td>Place Value</td>
<td>694</td>
<td>514/74.38%</td>
<td>177</td>
</tr>
<tr>
<td>Grade 2</td>
<td>Addition and Subtraction</td>
<td>777</td>
<td>485/62.42%</td>
<td>292</td>
</tr>
<tr>
<td>Grade 3</td>
<td>Problem Solving</td>
<td>759</td>
<td>305/40.18%</td>
<td>454</td>
</tr>
<tr>
<td>Grade 3</td>
<td>Fractions</td>
<td>781</td>
<td>471/60.31%</td>
<td>310</td>
</tr>
<tr>
<td>Grade 4</td>
<td>Fractions</td>
<td>797</td>
<td>449/56.34%</td>
<td>348</td>
</tr>
<tr>
<td>Grade 5</td>
<td>Addition and Subtraction of Fractions</td>
<td>730</td>
<td>453/62.05%</td>
<td>277</td>
</tr>
<tr>
<td>Grade 6</td>
<td>Quantitative Relationships Using Equations</td>
<td>796</td>
<td>598/75.13%</td>
<td>198</td>
</tr>
<tr>
<td>Grade 7</td>
<td>Ratios and Proportions</td>
<td>670</td>
<td>373/55.67%</td>
<td>297</td>
</tr>
<tr>
<td>Grade 7 Accelerated</td>
<td>Equations</td>
<td>377</td>
<td>211/55.19%</td>
<td>166</td>
</tr>
<tr>
<td>Grade 7 Accelerated/Grade 8</td>
<td>Functions</td>
<td>935</td>
<td>481/51.44%</td>
<td>454</td>
</tr>
</tbody>
</table>

Table 6

Performance Level
The elementary and middle school assessments and proficiency scales were written during the summer of 2016, validated during the 2016-17 school year, and revisions made in the summer of 2017 based on the feedback received from the validation survey. A score of 3.0 or higher is considered proficient. As seen in table 6, the proficiency levels for semester 2 ranged from 77% to 40%. Figures 17 through 26, show the breakdown in proficiency level for each of the district proficiency scales. A breakdown by school is available in the appendix.
Grade 1 Problem Solving to 20, Place Value

Figure 18
Grade 3 Fractions, Problem Solving

Figure 20
Figure 21
Figure 22
Figure 23
Figure 25
Figure 26

District Assessment System - ELA
During the 2016-17 school year, the ELA Subject Area Committee established proficiency scales and assessments for grades k-12. This is a more formative approach with the use of proficiency scales, which allowed educators the autonomy to indicate ELA understanding throughout the calendar year. This adjustment allowed educators to utilize instructional information at the classroom level. In addition, teachers can instructionally respond to the information as an instructional model that allows them to either reteach or move into enrichment.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Outcome</th>
<th>Total Students</th>
<th>At or Above Proficiency</th>
<th>Below Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ELA District Assessment Participation Rate for Semester 2
Table 7

<table>
<thead>
<tr>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>A score of 3.0 or higher is considered proficient. As seen in table 7, the proficiency levels for semester 2 ranged from 29% to 84%. This is the validation year for the district ELA assessments and proficiency scales. This data will be used by the ELA Subject Area Committee along with the validation feedback from teachers to revise assessments and proficiency scales as needed. Figures 27 through 36, show the break down in proficiency level for each of the district proficiency scales. A breakdown by school is available in the appendix.</td>
</tr>
</tbody>
</table>
Grade 1 Outcome 2

Figure 28
Figure 29
Figure 30
Grade 5 Outcome 4

Figure 31
Figure 32
Figure 33
Figure 34
Figure 35
Grade 12 Outcome 4

Figure 36
Goal 4

By 2019, NCSD will achieve an overall stakeholder satisfaction rating of 80% from annual climate surveys of students, parents, and staff.

Primary Indicator: AdvancEd Survey

AdvancEd is a nonprofit educational organization that conducts on-site external reviews of school districts. The state of Wyoming used AdvancEd as the accrediting body for all of the districts in Wyoming. Wyoming Statute requires the implementation of the accreditation process every five years and is a rigorous review around five standards. The five standards are research based and are:

- Standard 1: Purpose and Direction
- Standard 2: Governance and Leadership
- Standard 3: Teaching and Assessing for Learning
- Standard 4: Resources and Support Systems
- Standard 5: Using Results for Continuous Improvement

AdvancEd believes that each school requires stable governance, coherent curriculum, a reliable system to assess students, teachers with clear understanding of what and how to teach, and access to resources. The beliefs provide the structure for the standards. The AdvancEd structure also allows for individual philosophy at the district level to achieve the requirements as rated through rubrics for the five standards (www.advanc-ed.org). As part of the accreditation process, the district is required to administer a survey to all stakeholders at a minimum of once every five years. NCSD has elected to conduct the AdvancEd survey once a year to assist in school improvement planning. AdvancEd will no longer be apart of the accreditation process in Wyoming, therefore this will be the last year that this survey will be used as a primary indicator.

Within the AdvancEd survey there were specific indicators embedded in the standards that address the strategies of goal four in NCSD’s strategic plan. The response rates for these indicators will be reported over time to monitor the progress towards the goal of 80% satisfaction rate on climate surveys.

The entire data set for all five standards was uploaded into a secure database and displayed using tableau. All district and school administrators have access to the district wide and school based data to assist in school improvement planning. The survey data set may be used to target specific needs at the school level and allowed for data triangulation for analysis.

There was a change in 2018 to the administration window. The 2018 survey was administered in the fall instead of the spring. Table 8 shows the participation rate for each year.
### Number of Participants on the AdvancEd Survey

<table>
<thead>
<tr>
<th>Stakeholder Group</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents</td>
<td>1896</td>
<td>2238</td>
<td>4466</td>
<td>3132</td>
</tr>
<tr>
<td>Staff</td>
<td>912</td>
<td>1406</td>
<td>1857</td>
<td>1358</td>
</tr>
<tr>
<td>K-2 Students</td>
<td>912</td>
<td>2452</td>
<td>Not surveyed</td>
<td>Not surveyed</td>
</tr>
<tr>
<td>3-5 Students</td>
<td>1237</td>
<td>2578</td>
<td>3110</td>
<td>2743</td>
</tr>
<tr>
<td>6-12 Students</td>
<td>2249</td>
<td>5106</td>
<td>4413</td>
<td>4628</td>
</tr>
</tbody>
</table>

Table 8

The satisfaction rates on the surveys were calculated by the number of responses at the ratings of agree and strongly agree and then divided by the total number responses within each stakeholder group. While the standards remained the same for the administration the specific questions were slightly different. The structure of the new survey does not allow for the specific data analysis that has been done in previous years. Therefore, Table 9 reports the trend data for the overall standard. Governance and Leadership is the only standard that fell below 80%, however, it was only by six tenths of a point.
## Stakeholder Satisfaction Rates

<table>
<thead>
<tr>
<th></th>
<th>Percent Satisfied 2015</th>
<th>Percent Satisfied 2016</th>
<th>Percent Satisfied 2017</th>
<th>Percent Satisfied 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Governance and Leadership</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent</td>
<td>76.27%</td>
<td>78.85%</td>
<td>82.57%</td>
<td>86.02%</td>
</tr>
<tr>
<td>Staff</td>
<td>85.62%</td>
<td>84.31%</td>
<td>85.15%</td>
<td>85.39%</td>
</tr>
<tr>
<td>K-5 Students</td>
<td>85.58%</td>
<td>87.03%</td>
<td>76.48%</td>
<td>78.01%</td>
</tr>
<tr>
<td>6-12 Students</td>
<td>69.44%</td>
<td>67.69%</td>
<td>65.27%</td>
<td>67.29%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>67.96%</td>
<td>77.28%</td>
<td>79.40%</td>
<td>79.46%</td>
</tr>
<tr>
<td><strong>Purpose and Direction</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent</td>
<td>79.95%</td>
<td>81.65%</td>
<td>85.75%</td>
<td>88.70%</td>
</tr>
<tr>
<td>Staff</td>
<td>90.92%</td>
<td>90.10%</td>
<td>92.00%</td>
<td>92.62%</td>
</tr>
<tr>
<td>K-5 Students</td>
<td>94.77%</td>
<td>95.56%</td>
<td>91.45%</td>
<td>92.01%</td>
</tr>
<tr>
<td>6-12 Students</td>
<td>78.85%</td>
<td>67.69%</td>
<td>65.27%</td>
<td>67.29%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>71.36%</td>
<td>79.27%</td>
<td>81.29%</td>
<td>81.10%</td>
</tr>
<tr>
<td><strong>Resources and Support Systems</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent</td>
<td>84.54%</td>
<td>86.44%</td>
<td>89.25%</td>
<td>91.39%</td>
</tr>
<tr>
<td>Staff</td>
<td>90.12%</td>
<td>89.85%</td>
<td>90.80%</td>
<td>92.09%</td>
</tr>
<tr>
<td>K-5 Students</td>
<td>92.80%</td>
<td>93.22%</td>
<td>91.42%</td>
<td>92.55%</td>
</tr>
<tr>
<td>6-12 Students</td>
<td>71.93%</td>
<td>72.01%</td>
<td>71.31%</td>
<td>73.12%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>70.83%</td>
<td>79.86%</td>
<td>81.29%</td>
<td>82.66%</td>
</tr>
</tbody>
</table>

Table 9
Overview

The data included in this section reflects responses on the Customer Satisfaction Survey from March 17, 2018 through June 15, 2018. There were 55 logins during this time period, however, only 41 responses recorded information other than demographic. There are twenty-five departments/services identified to inform the overall district satisfaction level within two divisions; Curriculum & Instruction and Human Resources & District Services.

Overall District Satisfaction Level

Question number one of the survey asked customers to determine if he/she was satisfied by services provided by answering yes or no. This gave customers only two choices and he/she stated their overall satisfaction level with an answer of yes or no. This decision was made purposefully so that a customer did not have a neutral choice. Based on this question, 88% of those customers that took the survey answered that, “Yes, he/she was overall satisfied by the service provided by one of the departments in the district.”

To determine the satisfaction of each of divisions within the district, the department and service data was aggregated to one total. The departments that make up each of the divisions is seen in table 10.

<table>
<thead>
<tr>
<th>Curriculum and Instruction Division</th>
<th>Human Resources Division</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment and Research Department</td>
<td>Accounts Payable</td>
</tr>
<tr>
<td>Differentiation &amp; Early Childhood</td>
<td>Accounting</td>
</tr>
<tr>
<td>District Athletics and Activities Department</td>
<td>Central Services Main Entry Services</td>
</tr>
<tr>
<td>Enrollment Office</td>
<td>Compensations and Benefits Services</td>
</tr>
<tr>
<td>Grant Management</td>
<td>Facilities Department</td>
</tr>
<tr>
<td>Special Education Department</td>
<td>Food Services Department</td>
</tr>
<tr>
<td>Student Support Services</td>
<td>Grounds</td>
</tr>
<tr>
<td>Teaching and Learning Department</td>
<td>HR Generalist Services</td>
</tr>
<tr>
<td></td>
<td>Informational Technology Department</td>
</tr>
<tr>
<td></td>
<td>Maintenance Department</td>
</tr>
<tr>
<td></td>
<td>Media &amp; Public Relations Department</td>
</tr>
<tr>
<td></td>
<td>Payroll</td>
</tr>
<tr>
<td></td>
<td>Professional Development</td>
</tr>
<tr>
<td></td>
<td>Risk Management Services</td>
</tr>
<tr>
<td></td>
<td>Substitute Services</td>
</tr>
<tr>
<td></td>
<td>Transportation Services</td>
</tr>
<tr>
<td></td>
<td>Warehouse Services</td>
</tr>
</tbody>
</table>

Table 10

Each of the divisions had different participation rates. The percent of satisfied customers per division was calculated by the number of customers who answered yes to question one divided by the number of respondents within each of the divisions. The customer satisfaction rates within each
division for quarter four of 2017-18 for Curriculum & Instruction was 100%, and for Human Resources & District Services was 67% (Figure 37 & 38). Of the 41 respondents, the majority came from within the organization in the role of certified staff. The overall satisfaction rate of 88% by role was certified staff 72%, administrator, 14%, classified staff 6%, and the other roles 8% for the district as a whole. There are different totals for participation rates depending on the analysis due to the responses of the participants. Data was included in the analysis as long as there was data other than demographic. Therefore, not all questions were answered by all participants.

There were differences in the participation numbers within the roles at each division (Figure 39). There was limited data due to the $n$ size of 10 to report satisfaction level by role and division. Of the certified staff that responded to the survey a 100% were satisfied with both divisions. Of the certified staff, 100% were satisfied with Human Resources & District Services and 92% were satisfied with Curriculum & Instruction.

![Percent Satisfied 2017-18 Fourth Quarter](image)

Figure 37
Figure 38 *Contains only division specific data
Participants in 2017-18 Third Quarter Customer Satisfaction Survey by Role

<table>
<thead>
<tr>
<th>Role</th>
<th># Satisfied</th>
<th># Not Satisfied</th>
<th>Total #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certified Staff</td>
<td>38</td>
<td>0</td>
<td>38</td>
</tr>
<tr>
<td>Classified Staff</td>
<td>19</td>
<td>1</td>
<td>20</td>
</tr>
</tbody>
</table>

Figure 39 * Contains all data
Figure 40* Contains only Division Specific data. Only data of ten or more was reported.
Specific Feedback

The division sought feedback in four specific areas through question two on the survey. The four areas were effective communication, courteous service, timely service, and quality product and/or service. Each respondent was asked to rate the statements in each area as strongly disagree, disagree, neutral, agree, and strongly agree. For the purposes of this analysis the two ratings of agree and strongly agree were seen as satisfied. As seen in Figure 41, the ratings on courteous service and timely service were 7% lower than the overall satisfaction. The ratings for effective communication and quality service/product were 10% lower than the overall satisfaction rate.

At the division level there was some variance between the overall division satisfaction level and satisfaction level in each of the specific areas as seen in Figure 42.

![Percent Agree and Strongly Agree in Four Specific Areas at the District Level 2017-18 Fourth Quarter](image)

Figure 41
Secondary Indicator - Customer Satisfaction Full Year 2017-18

Overview

The data included in this section reflects responses on the Customer Satisfaction Survey from June 17, 2017, through June 15, 2018. There were 318 responses recorded information other than demographic. There are twenty-five departments/services identified to inform the overall district satisfaction level within two divisions; Curriculum & Instruction and Human Resources & District Services.

Overall District Satisfaction Level

Question number one of the survey asked customers to determine if he/she was satisfied by services provided by answering yes or no. This gave customers only two choices and he/she stated their overall satisfaction level with an answer of yes or no. This decision was made purposefully so that a customer did not have a neutral choice. Based on this question, 94% of those customers that took the survey answered that, “Yes, he/she was overall satisfied by the service provided by one of the departments in the district.”

To determine the satisfaction of each of divisions within the district, the department and service data was aggregated to one total. The departments that make up each of the divisions is seen in table 10 above.
Each of the divisions had different participation rates. The percent of satisfied customers per division was calculated by the number of customers who answered yes to question one divided by the number of respondents within each of the divisions. The customer satisfaction rates within each division for 2017-18 was for Curriculum & Instruction was 99%, and for Human Resources & District Services was 91% (Figure 44).

The trend as seen in Figure 43 is that the satisfaction level has increased each year.
Figure 44

Percent Satisfied 2017-18 School Year

- Curriculum & Instruction: 99%
- Human Resources & District Services: 91%

Figure 44

Percent Satisfied by Division and Role for 2017-18 School Year

- Administrators:
  - Curriculum & Instruction: 100%
  - Human Resources & District Services: 93%

- Certified Staff:
  - Curriculum & Instruction: 100%
  - Human Resources & District Services: 94%

- Classified Staff:
  - Curriculum & Instruction: 96%
  - Human Resources & District Services: 86%
Department Satisfaction Levels

Figures 46 and 47 illustrate the satisfaction level at each department/service within each division. The number of responses affects the percent of satisfaction. Only departments that received ten or more responses are included in this report. Each of the divisions had one or more departments not included individually because the n size was too small, however, they were included in the overall divisional level.

Figure 46
Specific Feedback

The division sought feedback in four specific areas through question two on the survey. The four areas were effective communication, courteous service, timely service, and quality product and/or service. Each respondent was asked to rate the statements in each area as strongly disagree, disagree, neutral, agree, and strongly agree. For the purposes of this analysis the two ratings of agree and strongly agree were seen as satisfied. The rates of satisfaction in all four specific areas are overall slightly lower for the 2017-18 school year (Figure 47). As seen in Figure 48, the ratings on the four areas are closely related to the overall satisfaction at the district level.
Figure 48
Percent that are Satisfied in Four Specific Areas at the Division Level 2017-18 School Year

<table>
<thead>
<tr>
<th>Topic Area from Survey</th>
<th>% of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective Communication</td>
<td>91% 87% 88%</td>
</tr>
<tr>
<td>Courteous Service</td>
<td>91% 89% 90%</td>
</tr>
<tr>
<td>Timely Service</td>
<td>90% 89% 89%</td>
</tr>
<tr>
<td>Quality Service/Product</td>
<td>90% 88% 88%</td>
</tr>
</tbody>
</table>

Figure 49
Appendix I - District Assessment System: School Level Data

Appendix II - Curriculum and Instruction Customer Satisfaction Survey

Appendix III - Human Resources and District Services Customer Satisfaction Survey

Summary of Schools’ Strategic Plans

Schools’ and Departments’ Quarterly Reports
Appendix

Projections for Data Availability

Quarter 1 - July, August & September
Report out - November 2018
1. Goal – Four year graduation rate @ minimum of 85% & prepared for college and/or career
   i. SI – ACT benchmarks @ grade 11 for 2017-18
   ii. SI – Advanced Placement & International Baccalaureate programming for 2017-18
2. Goal – Reading @ grade level in grades 3, 5 & 8 @ minimum of 85%
   i. No information in this report
3. Goal – Meet or exceed school accountability on WAEA
   i. No information in this report
4. Goal –Stakeholder satisfaction rates @ minimum of 80% from the NCSD climate surveys
   i. SI – CSF Campus customer satisfaction surveys for 2018-19 (1st Quarter)

Quarter 2 - October, November, December
Report out March 2019
1. Goal – Four year graduation rate @ minimum of 85% & prepared for college and/or career
   i. PI – Federal on-time four (4) year graduation rates @ grade 12 for 2016-17
   ii. SI – Credits attempted vs credits earned vs grade point average in grades 9-12 for 2018-19 (1st semester)
   iii. SI – Non-graduate rates for HS for 2018-19 (1st semester)
   iv. SI – High school and college articulation agreements for 2018-19
   v. SI – High school certification programs for 2018-19
2. Goal – Reading @ grade level in grades 3, 5, and 8 @ minimum of 85%
   i. PI - WY-TOPP Interim reading @ grades K-2 for 2017-18
   ii. SI - FastBridge Fall Screener @ grades K-3
3. Goal – Meet or exceed school accountability on WAEA
   i. PI – Wyoming state accountability summary data
   ii. SI - WY-TOPP math @ grades 3-10 for 2017-18
   iii. SI - WY-TOPP reading @ grades 3-10 for 2017-18
   iv. SI - WY-TOPP writing @ grades 3, 5, 7, 9 for 2017-18
   v. SI - WY-TOPP science @ grades 4, 8, 10 for 2017-18
   vi. SI – Wyoming contents standards update
4. Goal –Stakeholder satisfaction rates @ minimum of 80% from the NCSD climate surveys
   i. SI – CSF Campus customer satisfaction surveys for 2018-19 (2nd Quarter)

Quarter 3 - January, February, March
Report out - May 2019
1. Goal – Four year graduation rate @ minimum of 85% & prepared for college and/or career
   i. SI – Predictive four (4) year graduation rates 2017-18 (1st semester)
2. Goal – Reading @ grade level in grades 3, 5, and 8 @ minimum of 85%
   i. No information in this report
3. Goal – Meet or exceed school accountability on WAEA
   i. SI - 1st Semester Common Assessments (1) Math, (2) ELA
4. Goal –Stakeholder satisfaction rates @ minimum of 80% from the NCSD climate surveys
Quarter 4 - April, May, June
Report out - August 2019

1. Goal – Four year graduation rate @ minimum of 85% & prepared for college and/or career
   i. SI – Predictive four (4) year graduation rates 2018-19 (Full Year)
   ii. SI – Credits attempted vs credits earned vs grade point average in grades 9-12 for 2018-19 (Full Year)
   iii. SI – Non-graduate rates for HS for 2018-19 (Full Year)

2. Goal – Reading @ grade level in grades 3, 5, and 8 @ minimum of 85%
   i. SI - FastBridge Spring Screener

3. Goal – Meet or exceed school accountability on WAEA
   i. SI - 2nd Semester Common Assessments (1) Math, (2) ELA
   ii. SI - Wyoming Contents Standards Update

4. Goal – Stakeholder satisfaction rates @ minimum of 80% from the NCSD climate surveys
   i. SI – CSF Campus customer satisfaction surveys for 2018-19 (4th Quarter)
   ii. SI – CSF Campus customer satisfaction surveys for 2018-19 (Full year)

*PI – primary indicator **SI – secondary indicator
Figure 1
Figure 2
Grade K Number Names and Count Sequence

Score Level
- At or Above Proficiency
- Below Proficiency

Figure 3
Grade 1 Place Value

Figure 4
Figure 5
Grade 2 Place Value

Figure 6
Grade 2 Addition and Subtraction

![Bar Chart](image)

Score Level
- Blue: At or Above Proficiency
- Orange: Below Proficiency

Figure 7
Grade 3 Fractions

Figure 9
Grade 4 Fractions

Figure 10
Grade 5 Addition and Subtraction of Fractions

Score Level
- At or Above Proficiency
- Below Proficiency

Figure 11
Grade 6 Quantitative Relationships Using Equations

Figure 12
Grade 7 Accelerated/Grade 7 Ratios and Proportions

Figure 13
Grade 7 Accelerated/Grade 8 Equations

Figure 14
Grade 7 Accelerated = Grade 8 Functions

![Bar chart showing the percentage of students achieving at or above proficiency in Grade 7 Accelerated Functions for different schools.]

- Casper Classical Academy: 64.04% at or above proficiency, 35.96% below proficiency.
- Centennial Junior High School: 79.85% at or above proficiency, 20.15% below proficiency.
- CV Middle School: 21.15% at or above proficiency, 78.85% below proficiency.
- Dean Morgan Junior High School: 48.35% at or above proficiency, 51.65% below proficiency.
- Frontier Middle School: 83.33% at or above proficiency, 16.67% below proficiency.

Score Level
- At or Above Proficiency
- Below Proficiency

Figure 15
Figure 16
Grade 1 Outcome 2

Figure 17

Score Level
- At or Above Proficiency
- Below Proficiency
Grade 2 Outcome 4

Figure 18
Grade 3 Outcome 3

Figure 19
Grade 3 Outcome 5

Figure 20
Grade 5 Outcome 4

Figure 21
Score Level
- At or Above Proficiency
- Below Proficiency

Figure 22
Grade 7 Outcome 6

Figure 23
Grade 8 Outcome 4

Figure 24

Graph showing the percentage of students at or above proficiency and below proficiency at different schools:
- Centennial Junior High School: 44.55% at or above proficiency, 55.45% below proficiency.
- CY Middle School: 56.68% at or above proficiency, 43.12% below proficiency.
- Dean Morgan Junior High School: 22.64% at or above proficiency, 77.36% below proficiency.
- Midwest School: 33.33% at or above proficiency, 66.67% below proficiency.
- Poison Solder School: 35.84% at or above proficiency, 64.16% below proficiency.

Score Level:
- At or Above Proficiency
- Below Proficiency
Grade 10 Outcome 4

Figure 25

Score Level
- At or Above Proficiency
- Below Proficiency
Grade 11 Outcome 1

Figure 26

Score Level
- At or Above Proficiency
- Below Proficiency
Grade 12 Outcome 4

Score Level
- Blue: At or Above Proficiency
- Orange: Below Proficiency

Figure 27
Appendix II Curriculum and Instruction Customer Satisfaction Survey

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 III Human Resources and District Services Customer Satisfaction Survey

Accounts Payable
This department had fewer than 10 responses.

Accounting
This department had fewer than 10 responses.

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

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

Facilities
This department had fewer than 10 responses.

Food Services
This department had fewer than 10 responses.

Grounds
This department had fewer than 10 responses.

HR Generalist Services
This department had fewer than 10 responses.

Information Technology
This department had fewer than 10 responses.

Maintenance
This department had fewer than 10 responses.

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

Payroll
This department had fewer than 10 responses.

Professional Development
This department had fewer than 10 responses.

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.
Strategic Plan Quarterly Update  
Quarter 4 - 2017-18

Bar Nunn

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:

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

PAWS – 2016 – Reading = 52%

PAWS-2017-Reading = 52%

State Accountability Model

<table>
<thead>
<tr>
<th>May 2015 – Not Meeting</th>
<th>May 2016 – Partially Meeting</th>
<th>May 2017 - Partially</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth – Below Targets – 39</td>
<td>Meeting - 45</td>
<td>Meeting - 52.5</td>
</tr>
<tr>
<td>Equity – Below Targets – 30</td>
<td>Meeting - 47</td>
<td>Below - 41</td>
</tr>
<tr>
<td>Achievement – Below Targets – 35%</td>
<td>Below - 46%</td>
<td>Below - 51%</td>
</tr>
</tbody>
</table>

Math Data:

<table>
<thead>
<tr>
<th>Actual – NWEA Math</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2013 = 68%</td>
<td></td>
</tr>
<tr>
<td>May 2014 = 76%</td>
<td></td>
</tr>
<tr>
<td>May 2015 = 75%</td>
<td>May 2015 = 80%</td>
</tr>
<tr>
<td>May 2016 = 78%</td>
<td>May 2016 = 82%</td>
</tr>
<tr>
<td>May 2017 = 80%</td>
<td>May 2017 = 82%</td>
</tr>
</tbody>
</table>

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.


- 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.

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

**Focus this quarter:** This quarter our Grade Level collaborative teams worked on unpacking the identified math priority standards and vertically aligning this work. The worked as new teams during our June PD days to review and refine this curriculum work.

**Results:** New teams were developed to transition for the 2018-2019 school year with combining current and additional staff. Math priority standards and the unpacking of those were finalized.

**Next Steps:** Begin developing the school culture at Bar Nunn as we transition to a new leader and add the additional students and staff. Collaborative Teams will begin to work in the fall of 2018 on proficiency scales and common assessments that align with the unpacking work completed in June 2018. The academic goal team will continue work on our ELA adoption and plan on finalizing a building selection by December 2018.

---

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

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

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

Specific data is listed in our strategic plan. Based on this information, stakeholder perceptions have improved in all areas. Also, all areas have increased to 98% and above for stakeholder satisfaction.

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

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

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

**Focus this quarter:** The focus for this quarter has been our school improvement planning process, which included our planning meeting with parents and staff where we shared achievement and climate survey data, reviewed the current budget and planned next year's spending priorities, reviewed and made changes to our Title I Parent Compact, Building Title I Parent Policy, and our Homework Policy. The Parent Goal Team assisted with this process by giving their recommendations based on parent and staff survey information.

**Results:** Based on survey information, stakeholder perceptions have improved in all areas. Also, all areas have increased to 98% and above for stakeholder satisfaction. In addition, our updated Parent Compact, Title I Parent Policy, and Homework Policy are ready for use in the
Strategic Plan Quarterly Update
Quarter 4 - 2017-18

2018-19 school year. Our 2018-19 budget was developed based on parent and staff meetings and survey data, including Title I Parent Involvement activities.

Next Steps: 1. Implement updated form and policies
2. Effective and Efficient Goal Team will finalize our Crisis Management Plan and plan for training and practice in the ALICE procedure with students.
3. Parent Goal Team and PTA will begin working on applying for National PTA School of Excellence Award for 2019-2020.

---

Goal:

Data:

Strategy:

Timeline:

Focus this quarter:

Results:

Next Steps:

---

Goal:

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:**

<table>
<thead>
<tr>
<th>Actual</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2013= 47 MGP</td>
<td></td>
</tr>
<tr>
<td>May 2014 = 55 MGP</td>
<td></td>
</tr>
<tr>
<td>May 2015= 46.5 MGP</td>
<td>May 2015= 56 MGP</td>
</tr>
<tr>
<td>May 2016= 49</td>
<td>May 2016= 57 MGP</td>
</tr>
<tr>
<td>May 2017= 50.5</td>
<td>May 2017= 58 MGP</td>
</tr>
<tr>
<td>May 2018=</td>
<td>May 2018= 60 MGP</td>
</tr>
<tr>
<td>May 2019 =</td>
<td>May 2019= 62 MGP</td>
</tr>
</tbody>
</table>

**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:** The focus of this quarter was on being reflective about our Book Love practices and preparing for next year.

**Results:** We discussed how we ran/managed book clubs, what are thoughts were regarding individual conferencing with students and how to improve those, whether or not book club titles were appropriate for the grade selected—and three titles were moved with two pending further 7th discussion, and we created a proposal for the budget team for training our new-to-CCA teachers in the Book Love philosophy.

More specific thoughts by grade level are captured in the document: Start Book Love debrief

**Next Steps:**

*Next fall, teachers need to begin work on common assessments among 6th teachers and 7th teachers in earnest.*

*Teachers need to commit to sticking with individual conferences with students.*

*Some teachers may need training.*

*The ELA teachers should all read 180 Days by Kittle and Gallagher at least for reading goal team if not a PD option.*

*Teachers will need to learn about and review Wy-TOPP data from the 2017-18 Summative testing.*

**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:**

<table>
<thead>
<tr>
<th>Actual</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2013= 40.5 MGP</td>
<td></td>
</tr>
<tr>
<td>May 2014 = 39 MGP</td>
<td></td>
</tr>
<tr>
<td>May 2015= 38.5 MGP</td>
<td>May 2015= 46 MGP</td>
</tr>
<tr>
<td>May 2016= 48</td>
<td>May 2016= 52 MGP</td>
</tr>
<tr>
<td>May 2017= 42</td>
<td>May 2017= 56 MGP</td>
</tr>
</tbody>
</table>
Strategic Plan Quarterly Update
Quarter 4 - 2017-18

May 2018= 60 MGP
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 Casper Classical Academy

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

Timeline: 10/2014 - 5/2019

Focus this quarter:
The focus for this quarter included WY-TOPP, budget, preparation for next year, curriculum for next year, and weekend homework for advanced students.

Results: The WY-TOPP summative seemed to go rather smoothly. We will not have results until September theoretically. We exhausted our individual and department budgets and were able to secure Scholastic for another year as well as a new set of rechargeable TI-84 Plus calculators for the new 7th grade teacher by applying for leftover building funds. Budget requests for next year were approved at approximately the same level as this year. We continued discussions surrounding materials and needs for next year. In terms of textbooks, we are still in limbo as far as we know but hope to have plenty of materials whether it be from other schools or a district shipment. We received enrollment numbers and placements for next year were recommended. Curriculum articulation continues between grade levels, and 6th grade will have to communicate with the new 7th grade teacher in terms of what was covered this year. Finally, a handbook recommendation was submitted and approved to allow teachers to assign weekend homework to advanced students any time of year at any grade level in order to better facilitate coverage of the curriculum and preparation for the next level.

Next Steps: The next steps include:
1. Examine WY-TOPP results and information in the fall
2. Continue monitoring materials acquisition in terms of textbooks and ensuring there are enough
3. Continue downloading resources from ConnectEd
4. Mentor and support a new 7th grade teacher

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

Data: Reading Achievement - PAWS/WY-TOPP

<table>
<thead>
<tr>
<th>Actual</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2013 (Pilot) = 74.5%</td>
<td></td>
</tr>
<tr>
<td>May 2014 (Baseline) = 54%</td>
<td></td>
</tr>
<tr>
<td>May 2015 = 50%</td>
<td>May 2015 = 60%</td>
</tr>
<tr>
<td>May 2016 = 53%</td>
<td>May 2016 = 70%</td>
</tr>
<tr>
<td>May 2017 = 55%</td>
<td>May 2017 = 80%</td>
</tr>
<tr>
<td>May 2018 =</td>
<td>May 2018 = 90%</td>
</tr>
<tr>
<td>May 2019 =</td>
<td>May 2019 =100%</td>
</tr>
</tbody>
</table>

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

Timeline: 9/2014-5/2019

Focus this quarter: All language arts teachers completed the PLC book study of Learning by Doing in May. We ordered the myPerspectives program using our ELA Resource Adoption budget.

Results: We are awaiting our May WY-TOPP results. Brian Doner has been transitioning to by the new principal, and he will work with the leadership team to analyze results when they are available.

Next Steps: We have scheduled training for the myPerspectives program for August. The Language Arts goal team will examine WY-TOPP data at that time. All staff will start professional development focused on Growth Mindset in August.

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: Math Growth - PAWS/WY-TOPP

<table>
<thead>
<tr>
<th>Actual</th>
<th>Targets</th>
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</thead>
<tbody>
<tr>
<td>May 2014 = 36</td>
<td></td>
</tr>
<tr>
<td>May 2015= 35</td>
<td>May 2015= 60</td>
</tr>
<tr>
<td>May 2016= 28</td>
<td>May 2016= 70</td>
</tr>
<tr>
<td>May 2017= 43</td>
<td>May 2017= 80</td>
</tr>
<tr>
<td>May 2018=</td>
<td>May 2018= 90</td>
</tr>
<tr>
<td>May 2019 =</td>
<td>May 2019 =100</td>
</tr>
</tbody>
</table>

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

Timeline: 9/2014 – 5/2019

Focus this quarter: All math teachers completed their PLC book study using Learning by Doing where they last reviewed and evaluated their use of Eagle Block (RtI time). We have used our additional 2 FTE allocated to Centennial for two math tutors. They will be used for a combination of Tier 2 and Tier 3 interventions for students who need more support in math.

Results: We are awaiting our May WY-TOPP results. Brian Doner has been transitioning to by the new principal, and he will work with the leadership team to analyze results when they are available.
Strategic Plan Quarterly Update
Quarter 4 - 2017-18

Next Steps: The Math goal team will examine WY-TOPP data when it is available. All staff will start professional development focused on Growth Mindset in August.

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

---

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

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

**Goal:** Goal One - 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 Two - 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:**

**Reading Growth**
- 2014 - 39
- 2015 - 41
- 2016 - 45.5
- 2017 - 60
- 2018 - Data not available at this time.

**Reading Achievement**
- 2014 - 53%
- 2015 - 55%
- 2016 - 62%
- 2017 - 60%
- 2018 - Data not available at this time.

**Math Growth**
- 2014 - 27
- 2015 - 31
- 2016 - 51
- 2017 - 49
- 2018 - Data not available at this time.

**Math Achievement**
- 2014 - 38%
- 2015 - 40%
- 2016 - 58%
- 2017 - 56%
- 2018 - Data not available at this time.

**Strategy:** Close the achievement gap for students not at grade level through school-wide interventions (inclusion and tutoring) in reading.

**Timeline:** 9/2014 – 5/2019

**Focus this quarter:** During the last quarter of school, staff members participated in one of three book studies focused on formative assessments, growth mindset, or student behavior. All three of these book studies, (Embedded Formative Assessments, Growth Mindsets in the Classroom, and Lost at School,) aimed at ensuring that classrooms were functioning at a high level. The work aimed at building strong assessments that lead to improved , differentiated instruction, building relationships with students that help keep them learning...
within the classroom rather than being sent to the office or placed out of school, and working to change a student’s beliefs on their ability to achieve at higher levels.

**Results:** Staff members engaged in rich discussions that lead to help in the creation of the professional development plan for the 2018-19 school year. Each staff member expressed that there was value in the books selected, the discussions, and the work that was completed. We also compiled a list of suggestions and next steps to improve our future book studies.

**Next Steps:** As part of our professional development plan for the 2018-19 school year, the certified staff at Cottonwood asked to have another book study for the 2018-19 school year. The team asked for choices in book titles again to differentiate based on their needs. Book titles will be selected to align with the work we are doing in PLCs and our school goals. The suggestion was also made to include a final class that allowed the different book studies to share what was learned. Teachers also asked for a way to have an opportunity to read the other books. The book study also led to including formative assessment training as part of our professional development plan for the year and training for our SEC curriculum to align with the MTSS work.

---

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

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

**Data:** AdvancEd Survey

Parents/Guardians:
- 2015 - 77%
- 2016 - 76%
- 2017 - 87%

Students:
- 2015 - 93%
- 2016 - 94%
- 2017 - 93%

Staff:
- 2015 - 69%
- 2016 - 70%
- 2017 - 81%

**Strategy:** Strategy 2: Increase parent involvement and participation in student learning.

**Timeline:** 3/2014 – 5/2019

**Focus this quarter:** This final quarter of school has been spent working on a transition plan as Cottonwood prepares for a new administrator for the 2018-19 school year. Mr. Doner and Mrs. Brus have been working closely to ensure that the transition is as seamless as possible for students, staff, and families. With Valerie being a familiar face at Cottonwood, this allowed for Valerie to be included in situations as they arose.

**Results:** Brian and Valerie were able to spend a significant amount of time discussing where Cottonwood currently is. Valerie was also able to be a part of the hiring process for new staff members, attend IEP meetings, handle student issues as that came up, and lead in the creation of the 2018-19 schedule and class lists. Brian and Valerie also worked on the items listed in the transition plan as provided by the district.

**Next Steps:** As the transition begins to wrap up, Valerie has continued to ask for feedback as to what each team member at Cottonwood feels should continue, start, and stop. Cottonwood staff may set up an appointment to meet with Valerie to share their individual insight and provide ideas on what next steps may be for Cottonwood in the future.
Strategic Plan Quarterly Update
Quarter 4 - 2017-18

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

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

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

Timeline: 10/2014 to 5/2018

Focus this quarter: The focus for this quarter is on the continued implementation of the PLC Framework with a concentration on answering question two: How will we know when students have learned the content in ELA and Math? PLC teams wrote common assessments, proficiency scales and administrative guidelines for all priority standards in ELA and Math. All PLC teams administered common assessments to students and began analyzing results of assessments.

PLC teams also worked through the learning modules for the new ELA program (Being a Reader, Being a Writer and Making Meaning).

Results: - Collaborative teams are meeting weekly with principal and instructional facilitator. Teams are agenda driven.
- All collaborative teams have written common assessments for all priority standards in ELA and Math.
- All collaborative teams have created SMART goals correlated to their grade level work in ELA and Math.
- PLC teams completed all of the on-line learning modules for the Collaborative Classrooms Program.

Next Steps: - Teams will complete six implementation activities to ensure a successful implementation of our new ELA program (Being a Reader, Being a Writer and Making Meaning).
- Collaborative teams will begin work on high leverage instructional strategies in relation to the priority standards in ELA and Math through a book study, The New Art of Teaching, Marzano.
- Collaborative teams will participate in professional development surrounding PLC questions 3 and 4 (How do we respond when students haven’t learned the content? How do we respond when students have demonstrated that they have learned the content?).

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 4 - 2017-18**

**Data: Wyoming School Accountability Model**

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

**Strategy:** 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 have been identified for fluid groups to provide extra support and/or enrichment throughout the day in ELA and math. These groups are being referred to as WIN (What I Need). Groups of students meet four days a week in all grade levels.

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

**Results:** Two staff members have completed the Data Based Instruction course presented by the Wyoming Department of Education. One of these staff members has been invited to be a trainer in data based instruction by WDE. She will be presenting at the WAVE conference later this month.

**Next Steps:** All staff will be given professional development in tier 2 and tier 3 strategies and procedures to continue to lessen the achievement gap for identified students.

---

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

**Data: Academy Based Learning Survey**

<table>
<thead>
<tr>
<th>Actual</th>
<th>Targets</th>
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<tbody>
<tr>
<td>May 2013= NA</td>
<td></td>
</tr>
<tr>
<td>May 2014 =NA</td>
<td></td>
</tr>
<tr>
<td>May 2015= NA</td>
<td>May 2015= NA</td>
</tr>
<tr>
<td>May 2016= 2.67 out of 5.0</td>
<td>May 2016= 2.0 out of 5.0</td>
</tr>
<tr>
<td>May 2017= 3.0 out of 5.0</td>
<td>May 2017= 3.0 out of 5.0</td>
</tr>
<tr>
<td>May 2018= 3.3 out of 5.0</td>
<td>May 2018= 4.0 out of 5.0</td>
</tr>
<tr>
<td>May 2019=</td>
<td>May 2019= 5.0 out of 5.0</td>
</tr>
</tbody>
</table>

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

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

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

All grade levels completed two interdisciplinary PBL Units. Grade levels included a family extension component.
Results: All grade levels completed a family extension night. These activities range from astronomy nights with families to a museum viewing of displays created by students in our library. All family extension activities were well attended. Feedback from the events was very positive.

Next Steps: A focus on MakerSpace will be aligned to enrichment opportunities for students that are showing a need for extension in learning. These students will be determined through the common assessment process. This will be part of our focus on PLC question four (How do we respond when students already know the content?)

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); WyTopp proficiency (2018-2019).

Data: Data: NWEA reading assessment

<table>
<thead>
<tr>
<th>Actual</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2013= 79% (3); 77% (5)</td>
<td></td>
</tr>
<tr>
<td>May 2014 = 80%(3); 85%(5)</td>
<td></td>
</tr>
<tr>
<td>May 2015= 81%(3); 71% (5)</td>
<td>May 2015= 85% (3); 85% (5)</td>
</tr>
<tr>
<td>May 2016= 76%(3); 83%(5)</td>
<td>May 2016= 85% (3); 85% (5)</td>
</tr>
<tr>
<td>May 2017= 74%(3); 83%(5)</td>
<td>May 2017= 90% (3); 90% (5)</td>
</tr>
<tr>
<td>May 2018= not yet reported</td>
<td>May 2018= 95% (3); 95% (5)</td>
</tr>
<tr>
<td>May 2019=</td>
<td>May 2019= 100%</td>
</tr>
</tbody>
</table>

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

Timeline: 10/2015 to 5/2019

Focus this quarter: Extended school day is being utilized in the areas of reading and math. Extended day is being taught by three certified teachers, three days a week for identified students in grades 3-5.

The MTSS Academic team met to identify students in need of more support in ELA and Math. These meetings occurred every 8 weeks.

A team was created to plan our summer program.

Results: Thirty-seven students (approximately 10% of Crest Hill students) attended the extended school day program. These students were identified based on achievement data and teacher invitation.

The MTSS Academic team has identified 15% of Crest Hill students in need of more intensive intervention in the areas of reading and/or math. Intensive intervention for these students in being provided during the school day in small groups of students.

Forty-seven students have signed up to participate in the summer program that begins this month.

Next Steps: The focus of the summer program will be on reading, writing and math. The MTSS Academic team will be meeting this summer to work on action planning for our intervention system and identified students.
Dean Morgan

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

---

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

**Data:** https://goo.gl/CEV5ay

**Strategy:** Work towards four common assessments in each content area

**Timeline:** 2017-2019

**Focus this quarter:** Focus on common assessments

**Results:** We have completed the first round of WOW (Words of the Week)

At beginning of this school year literacy goal team will do a quick quiz of the words that we had this year, do a quick quiz of the words that are established for the next year….test in and test out. Recall level. Do high frequency words that we would expect students to know the definitions. Quick survey: were they used, how often were they used, did the Quizlet help, …. Get feedback from kids as well. How were words of the week used and what’s the value? Clarification of “Not meant to be something else” actually finding value in it.

This is not the be all end all vocabulary…we are open to feedback in how to improve it knowing that vocabulary has a high impact on comprehension/application.

**Next Steps:** Literacy Goal Team will need to create the quick quiz, quick survey and begin to create the new set of WOW words to continue the literacy list if the data from the surveys and staff feedback to the literacy goal teams.

Reviewing strategic plan and update goals and strategies as a staff to align current work with current data.

For the 2018 - 2019 school year, combining the LA and Reading classes in 6th and 7th grade to allow for:

*ELA instruction daily from the same teacher.

*Smaller number of students due to having same teacher for all ELA instruction.

* Able to focus on student need and collaboration will be more purposeful due to sharing all ELA standards.

*Work to align resource to standards as a grade level team

*Implement individual units of My Perspectives at each grade level.

Review of information garnered from South Sioux City Group concerning ASPIRE next steps (focus was on Literacy)...needs to be shared out this coming fall with entire staff.

Potential inclusion of other departments into department meetings …. In order to support school wide strategies for learning and application.

---

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

**Data:** https://goo.gl/CEV5ay

**Strategy:** Work towards four common assessments in each content area

**Timeline:** 2017 - 2019

Dean Morgan Page 1
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Quarter 4 - 2017-18

Focus this quarter: Integrated in community and career experiences throughout the year that included architect, accountants, ranchers, personal trainers, roofers, engineers, small business, bankers, nutritionists, landscapers, entrepreneurs, construction worker, carpenter, baker

Probability Fair in 7th Grade > applications of probability standards measuring odds, chances

Results: Probability in 7th grade was a success with turn-out and highly engaged students.

Next Steps: Analyze Wy-TOPP, prioritize standards from the analysis of Wy-TOPP by grade level Desmos training as a next possible step

<table>
<thead>
<tr>
<th>Goal:</th>
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<tbody>
<tr>
<td>Data:</td>
</tr>
<tr>
<td>Strategy:</td>
</tr>
<tr>
<td>Timeline:</td>
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</tbody>
</table>

Focus this quarter:

Results:

Next Steps:

<table>
<thead>
<tr>
<th>Goal:</th>
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<tbody>
<tr>
<td>Data:</td>
</tr>
<tr>
<td>Strategy:</td>
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<tr>
<td>Timeline:</td>
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</tbody>
</table>

Focus this quarter:

Results:

Next Steps:
Evansville

*Empowering students to succeed in academics, attendance and citizenship.*

---

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

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

WY-TOPP Interim Assessments (% on or above, approaching, low) (Writing included)
- 3rd-Fall: 16-23-61
- 3rd-Winter: 30-34-36

(No writing)
- 4th-Fall: 15-29-56
- 4th-Winter: 20-39-41

(Writing included)
- 5th-Fall: 10-27-63
- 5th-Winter: 20-23-57

All data will be updated next quarter when we receive information from the Wyoming Department of Education.

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

**Timeline:** 2017-2019

**Focus this quarter:** In our continued collaboration with UWLC, we have focused on vocabulary development within varied and rich language experiences. Our work included article studies, UW quarterly coaching (on-site and asynchronous blog) and virtual collaboration with our ELA goal team.

We have also begun our work to identify priority standards and PLC teams have started unpacking standards with their looping teams. We are also completed our work in our materials adoption selection process.

**Results:** Vocabulary work with UW has gone well. We are seeing benefits with the work we are doing. Student reading engagement has increased and the focus on vocabulary is helping student achievement.

**Next Steps:** We have renewed our commitment to work with them in 2018-19 and will be focusing on non-fiction texts.

---

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

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

WY-TOPP Interim Assessments (% on or above, approaching, low)

---

Evansville  Page 1
All data will be updated when made available by the Wyoming Department of Education.

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

**Timeline:** 2017-2019

**Focus this quarter:** We are developing an overview for Bridges math essentials. We are also collecting grade level data from classroom assessments which outline specific Common Core State Standards.

**Results:** The 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. We will be adding science to this committee next year and evolving it to STEAM committee.

---

**Goal:** By 2019, increase student engagement and success in the areas of citizenship and attendance.

**Data:** Attendance

14-15 93.93%
15-16 95.53%
16-17 95.19%
17-18 94.88%

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

**Timeline:** 2017-2019

**Focus this quarter:** We continued, Evansville Eaglets and our Soaring Eagles program. We had Space Day transformation.

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

**Next Steps:** We have reviewed student data and identified those who are not well known by staff. We are working on implementation steps to make connections with those kids and have recommitted to Transformation Days next year too.

---

**Goal**:

**Data**:

**Strategy**:

**Timeline**:

**Focus this quarter**:

**Results**:

**Next Steps**:
Strategic Plan Quarterly Update
Quarter 4 - 2017-18

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: 3/2018-6/2018

Focus this quarter: Fort Caspar Academy staff continued work on identifying what it is we want students to learn and be able to do. Grade level teams continued work on unpacking standards. All grade levels completed standards unpacking standards by the end of the quarter. Some grade levels had greater levels of detail in their standards than others. Work will be ongoing. Grade level teams also addressed how will they know when their students have learned what they are supposed to learn and be able to do by analyzing WYTOPP data from the year. Primary grades had a greater opportunity to do so than intermediate grades since WYTOPP data from spring assessments was available to them.

Results: Fort Caspar Academy staff continues to grow towards establishing elements of a collaborative culture. Grade level teams have identified priority math standards, and completed initial work on unpacking those standards.

Next Steps: Fort Caspar Academy staff will begin work on proficiency targets/scales with the beginning of the 2019 school year.

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: 3/2018-6/2018

Focus this quarter: Fort Caspar Academy staff continued work on identifying what it is we want students to learn and be able to do. Grade level teams continued work on unpacking standards. All grade levels completed standards unpacking standards by the end of the quarter. Some grade levels had greater levels of detail in their standards than others. Work will be ongoing. Grade level teams also addressed how will they know when their students have learned what they are supposed to learn and be able to do by analyzing WYTOPP data from the year. Primary grades had a greater opportunity to do so than intermediate grades since WYTOPP data from spring assessments was available to them.

Results: Fort Caspar Academy staff continues to grow towards establishing elements of a collaborative culture. Grade level teams have identified priority standards, and completed initial work on unpacking those standards.

Next Steps: Fort Caspar Academy staff will begin work on proficiency targets/scales with the beginning of the 2019 school year.

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

---

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

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 WY-TOPP

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

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

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

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

**Focus this quarter:** Strategy 1 - Teachers incorporated new strategies. Strategy 2 - Teachers have completed all ELA Power Standards and are working on Math (estimated completion date 1st Quarter of 2018-19). Team also investigated district resources for ELA/Health budget monies.

**Results:** Strategy 1 - Fall-Spring scores from Reading FastBridge show trends in growth for both IEP students and students above the 80th percentile in K-3rd grade. Group average growth: K 32.28-59.31, 1st 41.93-63.60, 2nd 454.25-487.17, and 3rd 492.14-508.21. 4th/5th grade data available in August. Strategy 2 - All PLC’s have completed the ELA and are now working on Math proficiency. PLC teams are currently focusing on moving to question 2 for the PLC work for next year.

**Next Steps:** Strategy 1 - 18-19 school schedule now supports co-teaching at all grade levels. Strategy 2 - 18-19 school schedule has weekly PLCs scheduled for 90 minutes with all stakeholders involved.

---

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

**Data:** Actual Targets

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

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

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

**Focus this quarter:** 4th Quarter PBL projects by grade level: K-Fairy Tail Fable, 1-Weather, Oh the Places, Writers Celebration, 2-Trash Town, 3-Bracelets, Trash Town, 4-Wax Museum, 5-Genius Hour

**Results:** Effective Effort Rubric K-5 results from Makers Space K-90%, 1-94%, 2-90%, 3-87%, 4-86%, 5-88%.

**Next Steps:** Several projects completed with areas of growth in the mindset and teamwork among students. Focus for 18-19 will be a re-evaluation of rubric for effort, attitude, etc. The benefit of PBL is relevant social
skills and teams will look at engagement across all grades. Look at data across grade levels to see if grades that did a lot of PBL/STEAM and MakersSpace projects correlate with academic and social emotional growth.

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

**Data:** Student Gallup Survey

<table>
<thead>
<tr>
<th>Actual</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov 2016 = 50%</td>
<td>Nov 2017 = 60%</td>
</tr>
<tr>
<td>Nov 2017 =</td>
<td>Nov 2018 =</td>
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<tr>
<td>Nov 2018 =</td>
<td>Nov 2019 =</td>
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<tr>
<td>Nov 2019 =</td>
<td></td>
</tr>
</tbody>
</table>

**Strategy:** Strategy 1: Fully implement Whole Child tenets

**Timeline:** 9/2017-11/2019

**Focus this quarter:** Built google survey form for significant behavior referral and incident report, PBIS videos, parent chat, discipline flow chart, Face recognition survey for relationships, built the flip resource for unstructured areas for consistent rules, sending 14 people to Restorative Justice Training June 11-13

**Results:** More timely reporting of significant behavior and incident reports, 62% decrease in incident referrals, 91% reported 3 or more significant adult relationships, 97% report having a friend at school, 95% students report feeling safe. Consistent delivery of expectations.

**Next Steps:** Starting with new staff and students for next year. Beginning foundation and realignment with belief survey, discipline paradigm and training on systems we have built. Beginning next year we will track incoming new, kids, except kinders, with a Journey impact rubric to see how Mindfulness, STEAM, PBL, co-teaching, social emotional, WHOLE CHILD TENETS, impact growth of incoming new students.

---

**Goal:**

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**

**Next Steps:**
Kelly Walsh High Staff

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: WDE reported that Kelly Walsh High School's 2017 graduation rate was 83.3%.
Strategy: Kelly Walsh focused on clean data reporting and systems building within our leadership structure.
Timeline: 12/2017 - 12/2018
Focus this quarter: The WDE's 684 report is currently being reviewed to verify student graduates and non-graduates.
Results: The final 2018 graduation % will be reported in January 2019.
Next Steps: Leadership will review data before the September 15, 2018 cutoff to ensure summer graduates and 5/6 year graduates. The continuous review of the Class of 2018 will allow for fewer errors before the final reporting time.

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

Data: Both the Reading and Mathematics benchmarks, as measured by the ACT will be evaluated when school-wide ACT data is available Summer 2018. This data set could change depending on exactly how the Wyoming Accountability in Education Act adjusts it's data.
Strategy: Achievement in ACT College and Career readiness for both reading and math will be evaluated for all students.
Timeline: Each year.
Focus this quarter: Students continued to ACT prep during Trojan Connections and KWHS administered the ACT to all juniors.
Results: School-wide results are not yet available.
Next Steps: Next year, Kelly Walsh will continue to teach strategies to students to be successful.

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

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

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

Data:
- 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:
- Strategy 1: Use the Literacy First continuums to guide and differentiate explicit instruction that addresses individual student needs - build foundational skills, fill gaps, etc.
- Strategy 2: Follow master schedule that includes a reading block at each grade which provides sufficient time for grade-level content, differentiated instruction and WIN time.

Timeline: 9/2017-5/3018

Focus this quarter: We continue to acclimate to the new assessments, continuing to learn more about progress monitoring and interim assessments as District PD rolls out. 2-5 summative assessment and year-end K-1 interim assessment windows open this month.

*Need clarification on using the 40th%ile as the cutoff for grade-level proficiency, or the 30th%ile as FastBridge reports out.

Results:
- Kinder - 42% at GL (30th+%ile)
- 1st - 32%
- 2nd - 69%
- 3rd - 53%
- 4th - 21%
- 5th - 14%

Next Steps: We have completed the ELA resources adoption process, purchased core and supplemental materials, and developed an rigorous, yet supportive, deployment plan.

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

WyTOPP Winter Interim results for ELA:
- 1st - Average score was 40%.
- 2nd - Average score was 44%.
- 3rd - 34% were at or approaching the achievement standard.
- 4th - 44% were at or approaching the achievement standard.
- 5th - 47% 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.
Strategic Plan Quarterly Update
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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 and implemented recommended best practices. Attaining consensus on materials adoption.
Results: Attained consensus on materials adoption. Waiting for end-of-year WyTOPP data.
Next Steps: Roll out the deployment plan for new ELA program/materials.

Goal: Proficient Mathematicians - By May of 2019, 90% of our students will perform at grade level / meet or exceed the expectations in math as measured by 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

Winter 2018 FastBridge Math data:
Kinder - 50% at or above the 40th %ile
1st - not tested at this time
2nd - 81% at or above the 40th %ile
3rd - 66% at or above the 40th %ile

Winter 2018 Wy-TOPP math interim assessment data:
1st - Average score was 55%.
2nd - Average score was 61%.
3rd - 21% at/approaching or on/above the achievement standard
4th - 30% at/approaching or on/above the achievement standard
5th - 58% 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 - Master schedule that includes a sufficient block of time for math instruction in all grade levels.
Strategic Plan Quarterly Update
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Timeline: 9/2017 - 5/2018

Focus this quarter: Continued District PD on FastBridge & Wy-TOPP. Teams compared with common formative assessment data in Mastery Connect. All classroom teachers have transitioned from My Math to Eureka Math. Updated recommendations from math goal team to Lincoln ES "non-negotiable" document forthcoming.

Results: Waiting for end of year WyTOPP data

FastBridge Math
Kindergarten - 59% at grade level (30th+%ile)
1st - 78%
2nd - 88%
3rd - 49%
4th - 8%
5th - 10%

Next Steps: 1. Continue to refine PLC practices
2. Align instruction to adequate rigor level required of CCSS
3. Continue to look critically at Engage NY/Eureka Math and Number Corner materials.
4. Increase use of common formative assessments.
5. Seek correlations between data from different assessment sources.

Goal: By May of 2019, 90% of our students will meet or exceed the expectations in writing as measured by the state assessment. Data: No state or district writing data at this time.

Data: N/A

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 has sufficient blocks of time to teach writing.

Timeline: 9/2017-5/2018

Focus this quarter: Adopted ELA program with strong writing component.

Results: N/A

Next Steps: Will need to reassess need for a stand alone program next year.
Manor Heights Elementary ~ The Home of the Jaguars!

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

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

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

### WAEA – School Indicator Performance

<table>
<thead>
<tr>
<th></th>
<th>Growth</th>
<th>Equity</th>
<th>Achievement</th>
<th>Performance Level</th>
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</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>44 (Below)</td>
<td>38 (Below)</td>
<td>52 (Meeting)</td>
<td>Partially Meeting</td>
</tr>
<tr>
<td>2015-2016</td>
<td>44 (Below)</td>
<td>46 (Below)</td>
<td>55 (Meeting)</td>
<td>Partially Meeting</td>
</tr>
<tr>
<td>2016-2017</td>
<td>50 (Meeting)</td>
<td>53 (Meeting)</td>
<td>48 (Below)</td>
<td>Partially Meeting</td>
</tr>
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#### Reading Growth

<table>
<thead>
<tr>
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<th>Actual</th>
<th>Target</th>
</tr>
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<tbody>
<tr>
<td>2014-2015</td>
<td>49%</td>
<td>50%</td>
</tr>
<tr>
<td>2015-2016</td>
<td>51%</td>
<td>52%</td>
</tr>
<tr>
<td>2016-2017</td>
<td>54%</td>
<td>54%</td>
</tr>
<tr>
<td>2017-2018</td>
<td>58%</td>
<td></td>
</tr>
<tr>
<td>2018-2019</td>
<td></td>
<td>60%</td>
</tr>
</tbody>
</table>

#### Reading Equity

<table>
<thead>
<tr>
<th></th>
<th>Actual</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>44.5%</td>
<td>47%</td>
</tr>
<tr>
<td>2015-2016</td>
<td>51%+</td>
<td>49%</td>
</tr>
<tr>
<td>2016-2017</td>
<td>67%++</td>
<td>52%</td>
</tr>
<tr>
<td>2017-2018</td>
<td>56%</td>
<td></td>
</tr>
<tr>
<td>2018-2019</td>
<td></td>
<td>60%</td>
</tr>
</tbody>
</table>

#### Reading Achievement

<table>
<thead>
<tr>
<th></th>
<th>Actual</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>59%</td>
<td>63%</td>
</tr>
<tr>
<td>2015-2016</td>
<td>59%</td>
<td>66%</td>
</tr>
<tr>
<td>2016-2017</td>
<td>57%</td>
<td>70%</td>
</tr>
<tr>
<td>2017-2018</td>
<td>70%</td>
<td></td>
</tr>
<tr>
<td>2018-2019</td>
<td>70%</td>
<td></td>
</tr>
</tbody>
</table>

#### Mathematics Growth

<table>
<thead>
<tr>
<th></th>
<th>Actual</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>38%</td>
<td>40%</td>
</tr>
<tr>
<td>2015-2016</td>
<td>40%</td>
<td>45%</td>
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</table>
Strategic Plan Quarterly Update
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2016-2017 46% 48%
2017-2018 55%
2018-2019 60%

Mathematics Equity

<table>
<thead>
<tr>
<th>Year</th>
<th>Actual</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>26%</td>
<td>35%</td>
</tr>
<tr>
<td>2015-2016</td>
<td>46%+</td>
<td>40%</td>
</tr>
<tr>
<td>2016-2017</td>
<td>46%</td>
<td>45%</td>
</tr>
<tr>
<td>2017-2018</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>2018-2019</td>
<td>55%</td>
<td></td>
</tr>
</tbody>
</table>

Mathematics Achievement

<table>
<thead>
<tr>
<th>Year</th>
<th>Actual</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>42%</td>
<td>50%</td>
</tr>
<tr>
<td>2015-2016</td>
<td>47%</td>
<td>55%</td>
</tr>
<tr>
<td>2016-2017</td>
<td>44%</td>
<td>60%</td>
</tr>
<tr>
<td>2017-2018</td>
<td>65%</td>
<td></td>
</tr>
<tr>
<td>2018-2019</td>
<td>70%</td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

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

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

**Focus this quarter**: During this quarter, we have continued our professional development in the area of priority standards in mathematics. Charlotte and Stephanie have provided this training. So far, we have identified our priority standards, vertically aligned them and started to unpack these identified standards. This work will continue as grade level PLC work throughout the summer with follow-up training in August, October and January.

We will have a team of staff members attend the PLC training opportunity with Dr. Many in August.
Our staff members participating in the district MTSS training will continue next year as well.

**Results**: We have implemented a “Jag Time” where our tutors, special education teachers and support staff provide additional support at each grade level throughout the school day. Our teachers are reporting good growth through the use of these remediation and enrichment supports.
Next Steps: Our next steps will be to continue to unpack the identified priority standards in math and then discuss the DOK and proficiency scales for these standards.

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

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

Goal:
Data:
Strategy:
Timeline:
Focus this quarter:
Results:
Next Steps:
**Goal:** By 2019, Midwest School will meet or exceed school-level performance expectations as defined in the Wyoming School Accountability model.

**Data:** All teachers have priority standards identified for at least 1 grade level or content area. All teachers have proficiency scales for those standards and have at least 1-3 assessments for those standards and scales.

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

**Timeline:** 8/2017-5/2018

**Focus this quarter:** We finished our standards work with Dr. Charlotte Gilbar. All teachers have priority standards identified for at least 1 grade level or content area. Proficiency scales have been built for all priority standards and teachers have created 1-3 assessments to match those standards and scales. Assessments will continue to be completed through next year (2018-2019).

**Results:** Identifying priority standards has helped to focus instruction. The learning that our teachers have gained this year will drive our standards work for the next two years as we determine priority standards and build proficiency scales and assessments in all areas taught.

**Next Steps:** The learning that our teachers have gained this year will drive our standards work for the next two years as we determine more priority standards and build proficiency scales and assessments in all areas taught.
Goal: All Mountain View students will be reading at grade level by 2020 unless otherwise stated in an IEP goal.  
Data: 59% of students are at grade level according to May NWEA  
Strategy: Use predictive assessments (FAST and Mastery Connect) to differentiate instruction to promote student growth.  
Timeline: Sept. 2015-May 2020  
Focus this quarter: This last quarter we continued our focus on students and all assessment data that we had. With the support of the building IF teachers gained understanding of how to read and dig into the different levels of WYTOPP in order to have greater impact on students based of the data.  
Results: We are seeing a great understanding of FAST and WYTOPP data and this will allow greater use of the data at the building, classroom and student level in the future.  
Next Steps: Take this learning to their new building.

Goal: All Mountain View students will be meeting targets in growth, equity and achievement measured by the Wyoming School Accountability Act.  
Data: May of 2017 we were partially meeting according to the Accountability Act.  
Strategy: Consistent implementation of RtI building wide focused on student’s needs and supported by collaboration.  
Timeline: Sept. 2015-May 2020  
Focus this quarter: The focus this quarter was continuing to utilize the FAST data both social/emotional and academic to group students during our RtI time in the building.  
Results: Students were supported in all areas according to data and this was reviewed weekly by the MTSS support team and every six weeks by the grade level MTSS team.  
Next Steps: Take this learning to their new buildings.

Goal: Decrease the number of office referrals by the end of the year.  
Data:  
Strategy: Implementation of behavior expectations school wide with support of professional development and consistent reviews of the rules/matrix.  
Timeline: Sept. 2015-May 2020  
Focus this quarter: This quarter we continued with providing professional development to the building based off our learnings from the DBW training that the MTSS team was receiving. We focused at the student level of the expectations and utilized the SIMS data to support this.  
Results: Our referrals were up compared to last year at this time. We drilled in and the students that were the consistent offenders on the referrals were also being focused on in our SIMS support students.  
Next Steps: Take this learning and support to their new buildings.
Strategic Plan Quarterly Update
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Results:
Next Steps:
NCHS

*NCHS community is committed to preparing responsible and life-long learners, who value themselves, contribute to their society, and succeed in a changing world.*

**Goal:** By June of 2019, NCHS will increase the four year graduation rate to 85%. NCHS graduates will be prepared for college or a high skills career as measured by the NCSD graduate profile.

**Data:**

**Academics**

- **Seniors**
  - Overall G.P.A – 2.85
  - Credits Earned/Attempted - 6.5/6.6

- **Juniors**
  - Overall G.P.A – 2.66
  - Credits Earned/Attempted - 7.3/8.0

- **Sophomores**
  - Overall G.P.A – 2.65
  - Credits Earned/Attempted - 7.4/8.1

- **Freshmen**
  - Overall G.P.A – 2.70
  - Credits Earned/Attempted - 7.5/8.2

**Attendance**

- **1st Semester w/ Historical**
  - 2015-16: 91.43
  - 2016-17: 93.21
  - 2017-18: 91.14

- **2nd Semester w/ Historical**
  - 2015-16: 90.75
  - 2016-17: 90.34

- **Academic Year w/ Historical**
  - 2015-16: 90.93
  - 2016-17: 91.88
  - 2017-18: 89.73

**Behavior**

- **1,159 Total Events for 2017-2018**
  - **Top 5 Behaviors**
    1. 298 – Truancy
    2. 251 – Defiance Insubordination
    3. 151 – Misconduct
    4. 50 – Harassment
Strategic Plan Quarterly Update
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5. 40 – Threat/Intimidation

Strategy: Academics

• Professional Learning Communities
  o Meeting twice weekly (Mondays and Wednesdays)
  o Logging minutes/notes on CANVAS (Wednesdays)
• Research-Based Strategies
  o Available for additional help (Tuesdays, Thursdays, and by appointment)
  o After-School Tutoring
  o Summer School for most “At-Risk”
  o In-school Transitions Program
  o Teacher Coaching/Evaluation
• Administrator Focus w/ in-class observations and feedback

Attendance

• Continue to implement district policy regarding intervention and remediation strategies.
• Creating a climate of culture and support through student incentives and proactive phone calls home to parents.
• Attendance Contracts/ Behavior Contracts that emphasize the importance of attendance.
• Partnering with the state to use the tip line, “Safe2Tell,” has also allowed NCHS to help reach out to over fifty-three students experiencing some form of psychological/physiological distress.
• Continue to implement district policy regarding intervention and remediation strategies.

Behavior

• Implement and support Professional Learning Communities within NCHS as discussed in DuFour’s “Learning By Doing” (2006).
• NCHS will continue to focus on student attendance data, decreasing unexcused and unverified absences through the implementation of a guaranteed and viable curriculum.
• Continued focus on helping student who fail classes and are close enough that specific intervention will help them recapture the lost credit- working within the “Mustang Connection” block of our day to get students support.
• Character Education
  o Mustang Marks
• Continue to implement district policy regarding intervention and remediation strategies.

Timeline: 04/16-07/19

Focus this quarter: Academics

• Teachers focused on developing common assessments, as well as designing summative assessments that helped chart growth in every content area.
• Planned for Professional Development to meet staff wants and needs for implementing CANVAS-engaging students with integrated learning.
• Identified students in need of assistance to graduate, as well as those other students whose
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performance levels indicate a need for intervention (behavior, attendance, and academic). Use Saturday School as a tool to help these individuals to graduate on time.
• Continue to bolster our student mentor program, where senior-level students provide support (academic and social) to freshmen.
• Trained and implemented the WY-TOPP, ACT, and WorkKeys assessments.

Attendance
• Internally align Mustang Connections with schedules, students, and staff- with the goal of forming positive relationships.
• Build a system of support, including Saturday School and after-school tutoring.

Behavior
• Continued working with Casper PD and State to help students in need, especially those who use the P3 Tip Line.

Results: Academics
• Positive growth in G.P.A between Freshmen and Senior year
• Positive growth in credits attempted v. earned between Freshmen and Senior year

Attendance
• Decrease in historical attendance data
• Continue showing of strong attendance (above 85%)

Behavior
• Absence from class is largest category for behavior
• Misbehaving while in class is the next largest category

Next Steps: Academics
• Engage and motivate students through display of data (current and historic)
  o Utilize “Mustang Marks” as a method for showcasing excellence
• Implement and monitor growth in new curriculums
  o Health
  o ELA
  o Math
  o Social Studies
  o Fine and Performing Arts
• Attend “Model Schools” as a means to continue to develop professionally based on current trends and top schools in the nation
• Focus on extra-curricular connections and individual teams (Football, Volleyball, Track, etc…) working to achieve an overall G.P.A of 3.5-4.0 for season.
• Document BOCES enrollment and completion

Attendance
• Design and implement best schedule for students to increase attendance and decrease Truancy.
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- Continue to focus on implementing district attendance policies, while monitoring and introducing remediation for those students at-risk of dropping out.

Behavior
- Address problematic behaviors early in semester with a goal of in-house solutions over OSS.
- Monitor those students with past behavior problems
- Implement new BASE room in SPED

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

Data: Wyoming Accountability system (update not released as of July 10th, 2018)

Strategy:
- Design a system of support, as well as improve upon Culture and Climate at NCHS as discussed by Marzano's "High Yield Strategies" (2009) and Silver, Berckemeyer, and Baenen’s “Deliberate Optimism” (2015).
- Improve Professional Learning Communities while emphasizing the importance of student data for making decisions as outlined in Dufour's “Learning By Doing” (2016).

Timeline: 04/2016 – 05/2019

Focus this quarter:
- Interpret and disseminate data from Wyoming Accountability System (working, specifically, with ASPIRE data and the state data).
  o Focus on core subjects and alignment to standards
  o Use classroom walkthroughs to observe best practices and engagement
- Training staff, assign students, and generate a “culture of testing” that will increase the importance of students demonstrating growth on these state/national tests.
  o Emphasize data use in PLCs
  o Report out about growth/progress
- Increased and improved feedback with walkthroughs and formal evaluations.
- Implement strategies outlined in previous Goal

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

Next Steps:
- Continue staff meeting/trainings as well professional development around implementing test-taking strategies, as well as how to adhere to testing guidelines- identified by ACT and the WDE.
- Intentional and purposeful focus using evaluation process.

Goal:
Data:
Strategy:
Strategic Plan Quarterly Update
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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!

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

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

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

**Timeline:** Feb 2017-June 2018

**Focus this quarter:** Grade levels made progress on completing assessments.

**Results:** Grade levels worked to vertically align priority standards in math. In addition teachers analyzed assessments that were written for the priorities.

**Next Steps:** Continue looking at the assessments to make sure that they are written to the rigor level and around the skills identified in the priority standard.

---

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

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

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

**Timeline:** Aug 2017- Aug 2019

**Focus this quarter:** Healthful Living with a focus on social/emotional well-being.

**Results:** All staff implemented additional parts to the PBIS system (not a full implementation).

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

---

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

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

**Strategy:** Aligned to instructional practice and NCSD Curriculum Outcomes

**Timeline:** Aug 2017-Aug 2019

**Focus this quarter:** Community outreach the 4th quarter focused on building positive culture with school community and stakeholders. In addition, resources were sought for helping get the outdoor learning environment started. Social Studies and Science Curriculum were used as the main content areas support by outside community resources.

**Results:** Paradise Valley has made tremendous growth in this area and staff have found the right people to support student learning.

**Next Steps:** This goal may need to change and move to monitoring status. The staff have done an amazing job with this goal.
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Goal:
Data:
Strategy:
Timeline:
Focus this quarter:
Results:
Next Steps:
Poison Spider School

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

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

Data: Baseline data will be established from the spring 2018 testing.

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

Timeline: 1/2017 - 5/2019

Focus this quarter: Continued to implement the 100 Book Challenge and finished PD with ARC Coach. All students were conferenced with and goals set for reading. High-yield strategies implementation continued. Completed the ELA adoption process for ARC Core program. We are waiting for NCSD Board approval.

Results: IRLA data showed significant growth in reading at all grade levels from November to June.

Next Steps: Work with ARC coach to implement the ARC CORE when it is approved by the NCSD school board. Do summer work to continue unpacking standards and writing proficiency scales for all power standards.

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

Data: Baseline data will be established from the spring 2018 testing.

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

Timeline: 1/2017 - 5/2019

Focus this quarter: Unpack the standards in ELA and Math. We identified power standards and mapped the work.

Results: No new results in math and science. IRLA data is showing strong growth in reading.

Next Steps: Do summer work to continue unpacking standards and writing proficiency scales for all power standards.

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

Goal:
Data:
Strategy:
Timeline:
Focus this quarter:
Results:
Next Steps:
Next Steps:
**Goal:** Goal: By May of 2019, 100% of our students will read at or above grade level as measured by WY-TOPP results.

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

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

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

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

**Results:** State testing results (WY-TOPP) will not be available until September or October of this year. Our nationally normed benchmark assessment, Fastbridge, indicates over 85% of students where at or above grade level targets for the spring benchmark.

**Next Steps:** The Southridge staff will continue the work supported by Dr. Gilbar in unpacking standards, selecting priority standards, and developing proficiency scales with assessments that align to WY-TOPP. The goal for this work will be to complete this work for 8-10 standards with a proficiency scale and assessment for each standard during the 18-19 school school year.

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

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

**Actual**
- May 2014 = 64.2
- May 2015 = 47.2
- May 2016 = 68.5
- May 2017 = 58.75

**Strategy:** Strategy: Math Growth – Understand and Implement the Wyoming State Math Standards.
Focus this quarter: Focus this quarter: The focus of our Math Team is preparing for the vertical alignment of the curriculum that will take place after the literacy alignment work is complete in the first quarter of the 18-19 school year. Both of these efforts are school wide and time intensive. One task has to be completed before the other.

Results: WY-TOPP results for 2018 will not be available until this Fall. Fastbridge results for the spring of 2018 indicated that 79% of Southridge students achieved at or above grade level benchmarks. However, it is expected that WY-TOPP results may differ from benchmark results.

Next Steps: During the 1st and 2nd quarter of the 18-19 school year, grade level teams will replicate the work led by Dr. Gilbar in literacy during the spring of the 17-18 school year. This work included selecting priority standards, unpacking standards, developing proficiency scales, and writing formative assessments in the area of math. Grade level teams progress at different rates regarding this work. Some teams may not get started on this work until the second quarter of the 18-19 school year.

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

Data: Targets
May 2017 = 188
May 2018 = 167
May 2019 = 146
Actual
2016 = 209
2017 = 96 (Goal Met)
2018 = 129 (Goal Met)

Strategy: Southridge will implement the Project Wisdom Character Education (This has been replaced with the Mind Up & Second Steps curriculum.) curriculum in all classes and utilize Skill Streaming in the Learning Center (Yellow Zone).

Timeline: 5/2016-5/2019

Focus this quarter: Our staff started implementing the Mind UP emotional regulation curriculum in March. The MTSS team also continued to implement interventions for students at-risk socially/behaviorally.

Results: Southridge continued to meet the goal established in 2016 for a reduction in behavior referrals although their was a slight increase over results from the previous year.

MTSS interventions achieved some success for a majority of students receiving those interventions.

Next Steps: 1. During the first quarter of the 2018-2019 school year, Southridge will fully implement both the Mind Up and Second steps curriculums for social and emotional educations.
2. The MTSS team will continue training with Diana Browning Wright on the next phases of implementation.
3. The Southridge MTSS team will continue to expand intervention services for at-risk students with appropriate interventions.

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

To Prepare Children To Excel and Lead in the 20th Century.

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

WAEA Actual Data from PAWS:

<table>
<thead>
<tr>
<th></th>
<th>Achievement</th>
<th>Growth MPG</th>
<th>Equity MPG</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2016</td>
<td>64%</td>
<td>54</td>
<td>52</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>71% (+7%)</td>
<td>55.5 (+1.5)</td>
<td>44.5 (-7.5)</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>Unavailable</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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. As of today we do not have data on the Spring 2018 WYTOP Assessment.

**Strategy:** To focus, track, and monitor growth for all students in reading and math and adjust instruction, and utilize appropriate interventions as needed.

Strategy:

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

Strategy:

Using the four essential questions of Professional Learning Community Work (What do we want our students to learn?, How will we know when they have learned it?, What will we do when they have not learned it?, What will we do when they already have learned it?) We will work in grade level PLCs to implement the CCSS and Natrona County School District #1 curriculum to rigor level expected in the Standards.

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

**Focus this quarter:** The Grade Level PLC teams continued to meet weekly with Mr. Theobald. The focus for quarter 4 was to create, utilize, and analyze at least one common formative assessment. We continued our work using the text Learning By Doing 3rd Edition (DuFour, DuFour, et al. 2016) In math the focus continued to be on streamlining instruction using Eureka Math and aligning lessons and assessments to the district curriculum.

**Results:** In the Spring of 2017 Summit Elementary was meeting expectations according to the WAEA. Our score in Equity was 44.5. A score of 45 would have propelled us to exceeding.

**Next Steps:** As the 2018 - 2019 school year unfolds we have several changes at Summit. The addition of a coordinator will allow the principal and coordinator to concentrate on coaching fewer PLCs to a higher degree. We will use the text, Kid by Kid, Skill by Skill - Teaching in a Professional Learning Community at work (Eaker & Keating 2015) in our collaboration. A team of 8 from Summit will attend the 2 day workshop with Dr. Thomas.
Many August 14 - 15. Our goal team makeup has been restructured. Our 21st century goal team and Common Core goal team have merged to become our PLC Leadership Team.

**Goal:** By 2019, 85% of students in grades k-5 will be proficient in Reading as measured by the Wyoming Department of Education.

**Data:** Summit students participated in the Winter WY-Topps interim assessment. Our ELA scores were as follow:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Average percentage</th>
<th>Average Raw Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 2</td>
<td>57%</td>
<td>7/12</td>
</tr>
<tr>
<td>Grade 3</td>
<td>41% At or Approaching</td>
<td>32% On or Above</td>
</tr>
<tr>
<td>Grade 4</td>
<td>40% At or Approaching</td>
<td>23% On or Above</td>
</tr>
<tr>
<td>Grade 5</td>
<td>31% At or Approaching</td>
<td>34% On or Above</td>
</tr>
</tbody>
</table>

**Strategy:** Grades K-5 have concentrated on the PLC work being done for the third quarter. The strategies they specifically concentrated on were:

* To teach and assess the NCSD #1 Curriculum and offer the district assessments at the appropriate time.
* To implement the use of Flex Reading Groups to meet students where the need is greatest and focus on growth in reading for all students.
* To begin using team-created common formative assessment results in creation of flex groups.

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

**Focus this quarter:** Grades K - 5 continued their concentration on PLC work in collaboration. The 4th quarter focus was squarely on creating, giving, and analyzing common formative assessments created at the grade level. The PLC Talk Protocol for WY-TOPP Interim provided by Dr. Charlotte Gilbar was a working document the teams used to focus instruction and assessment for quarter 4.

**Results:** Common Formative Assessments were utilized and instructional strategies that provided the most impact were identified by each grade level.

**Next Steps:** The 2018 - 2019 School year will begin with new instructional materials for ELA. PLC teams will identify priority standards, unpack those standards, create proficiency scales and align materials, standards, and instruction.

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

**Data:** Each grade level collected data on time students are removed from instruction. We found 75% of the time students are removed from instruction it is for mildly annoying or disruptive behavior. Over 2/3 of the time students are removed for instruction it is for 10 minutes or less.

We also found, using the SAEBERS Universal Screener that:

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

From the data collected it appears our boys are much more at risk in all areas than girls.

**Strategy:** To continue our work with Diana Browning Wright for the 18-19 school year. We will begin to implement the components of the action plan created in this training during the 17-18 school year. MTSS goal team has been restructured as two leadership teams. MTSS Behavior and MTSS Academics.

**Timeline:** 8/2017 - 6/2020
Focus this quarter: Quarter 4 held a focus on implementing some positive behavior plans for several students identified in SAEBERS and through our refocus and classroom data collected. Check-In check out, punchcard, and One for All strategies were employed and tracked.

Results: Time spent in refocus for the students involved in Check in and Check out reduced dramatically.

Next Steps: To implement the action plan created, revised, and adopted by the MTSS Leadership teams.

Goal:

Data:

Strategy:

Timeline:

Focus this quarter:

Results:

Next Steps:
University Park

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

Goal: By June 2019, 100% of University Park students will score at or above grade level in reading and math as measured by FastBridge or WY-TOPP.

Data: Data: Fastbridge Assessment Data

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th></th>
<th>Math</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall</td>
<td>Winter</td>
<td>Spring</td>
<td>Fall</td>
<td>Winter</td>
</tr>
<tr>
<td>K</td>
<td>52%</td>
<td>73%</td>
<td>73%</td>
<td>62%</td>
<td>67%</td>
</tr>
<tr>
<td>1st</td>
<td>52%</td>
<td>59%</td>
<td>81%</td>
<td>78%</td>
<td>78%</td>
</tr>
<tr>
<td>2nd</td>
<td>38%</td>
<td>79%</td>
<td>92%</td>
<td>60%</td>
<td>79%</td>
</tr>
<tr>
<td>3rd</td>
<td>71%</td>
<td>76%</td>
<td>76%</td>
<td>91%</td>
<td>91%</td>
</tr>
</tbody>
</table>

Strategy: Develop and implement the use of standard-based common assessments and skill based formative assessments to guide and inform instructional cycles using the PLC process. (IE, Proficiency Scales)

Timeline: August 2016-June 2018

Focus this quarter: Fastbridge was a new assessment for us this year. Our goal throughout the year was to learn as much as possible about the new assessments and how to use the data to best meet students needs. In addition to having teacher trainers on staff, meeting with district personnel to analyze data and delving deeper into the information provided on the Fastbridge site, teachers continuously participated in discussions around the Fastbridge data during collaboration. The learning curve has been steady, and staff willingly jumped in knowing this was the best way to grow. To assess academics in the fall and winter, we used Fastbridge reading and math assessments. In the fall, to assess social emotional learning, we used the SAEBRS which is a part of Fastbridge. Both assessments have allowed us to learn about student strengths and opportunities for improvement, and we have been able to target interventions based specifically on individual student need. At the end of the year, each grade level reflected on their spring Fastbridge and SAEBRS, but as a school we did not use the data to plan our next steps.

Results: The growth in reading and math for each grade was impressive in all grades from fall to spring, but especially true in 2nd grade. Both these teachers were trained at the district level in Fastbridge, and served as trainers for our staff. Throughout the entire building, rich conversations have been taking place and staff have continued to share new knowledge with one another regarding the Fastbridge assessments. It has been a great year of learning for staff, and it is evident they are gaining great insight into the assessment and how to use it to make instructional decisions in the classroom.

Next Steps: At this time we did not plan next steps as a school. Each grade level was able to reflect on their own data and learn the improvements and/or growth made by individual students. Teachers will take the knowledge gained from Fastbridge and SAEBRS into their next school and grade level.
Next Steps:

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

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

Verda James Elementary School’s mission is to ensure high levels of learning for all students.

**Goal:** ELA SMART GOAL- Specific, Measurable, Achievable, Relevant, Timely
80% of Verda James students will be proficient or advanced in applying comprehension strategies when reading, using fall, winter, & spring FASTBridge CompEfficiency Screeners by June of 2018.

**Data:** Data will be pulled from 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 once data is normed.

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

**Timeline:** September 2017- June 2018

**Focus this quarter:** Our focus 3rd quarter was continuing to shift our assessment to FASTBridge. We began this work in 2nd quarter by using the FASTBridge CompEfficiency Late Fall Screener as a baseline score in overall comprehension. We compared late fall and winter scores to determine what percentage of students increased their overall comprehension scores.

**Results:** Late Fall to Winter Results:
Kindergarten sight words - went from 58% meeting expectations to 78% meeting expectations
Kindergarten Rigby Level - NA
1st sight words - NA
1st Rigby Level - went from 73% meeting expectations to 69% meeting expectations

Comp Efficiency - above the 80 percentile
2nd - 60% to 76% at or above 80%
3rd - 72% to 82% at or above 80%
4th - 74% to 86% at or above 80%
5th - 55% to 69% at or above 80%

In 3rd quarter, we continued to implement comprehension strategies school wide. FASTBridge screeners were not used.
In 4th quarter, we followed up by administering the Spring Screener, then compared winter and spring scores to determine what percentage of students increased their overall comprehension scores.

**Late Winter to Spring Results:**
Kindergarten sight words - went from 82% meeting expectations to 93% meeting expectations
Kindergarten Rigby Level - went from 74% meeting expectations to 86% meeting expectations
1st sight words - went from 67% meeting expectations to 78% meeting expectations
1st Rigby Level - went from 66% meeting expectations to 83% meeting expectations

Comp Efficiency - above the 80 percentile
2nd - 76% to 94% at or above 80%
Goal achieved - All grade levels at Verda James maintained or increased the number of students meeting or exceeding comprehension expectations as measured by high frequency sight words and Ribgy (K-1) and FASTBridge CompEfficiency (2-5) by May 30, 2018.  
**Next Steps:** Work with incoming administration to continue to support the work of ELA Goal Team.

**Goal:** 100% of Verda James students will be fluent in grade level appropriate math facts by May 2018, according to ReflexMath.com

**Data:**
- Kindergarten (addition/subtraction): 100% = 44/71 students  
  >80% = 14/71 students  
  <80% = 17/68 students  
  80% and above = 58/71 students (82%)

- 1st Grade (addition/subtraction): 58% Summary Score

- 2nd Grade (addition/subtraction): (addition/subtraction) 82%  
  (multiplication/division): 84%

- 3rd Grade (addition/subtraction): (addition/subtraction) 97%  
  (multiplication/division): 75%

- 4th Grade (multiplication/division): 96% Summary Score

- 5th Grade (multiplication/division): 90% Summary Score

**Strategy:** Every grade level will implement math fact fluency using ReflexMath.com into their math time. Kindergarten will use Fast Bridge numeral identification fluency three times per year. During the second semester kindergarten will switch to tracking personal math fact data and tracking Reflex Math data like all other grades.

**Timeline:** September 29, 2017 - June 8, 2018

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

**Results:** Math Fluency increased for all grade levels. See Data above...

**Next Steps:** Our Reflex data has shown that all grade levels have grown in their math fact proficiency. From the spring testing window we will analyze trends from our WY-TOPP and FastBridge data to drive instruction in the fall.

Work with incoming administrators to support efforts and review longitudinal data in FastBridge and WY-TOPP assessments.
Goal: 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. (MTSS FOCUS)

Data:
March Data: 94% of Verda James Students Met Behavior Goal.
April Data: 95% of Verda James Students Met Behavior Goal.
May Data: 96% of Verda James Students Met Behavior Goal.

Strategy: Monthly Recognition & Reteaching
- Teaching 8 Keys and 4 Be’s according to school-wide schedule.
- Implement MTSS strategies from trainings.
- Implement trainings for ESP Staff

MTSS Supported Strategies...

Timeline: September 2017 - June 2018
Focus this quarter:
1. Continued the implementation of new Viking Ship Guidelines, 4 Be’s matrix schedule and common recognition/reteaching schedule for the whole school.
2. Members of MTSS implemented Proactive Classroom Management Strategies school-wide. Provided updated information to all staff, certified and classified.
3. MTSS Team began dabbling in Tier Two Behaviors. Data was collected on individual students and tracked in Google.
4. Staff began using Mind Up as an emotional support resource.
5. Specifically retaught the lunchroom and playground matrices after spring break.
6. Provided magnitude scales training from Ted Hanson (NCSD).

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 took a small dip in our percentage for March. We continue to discuss and reteach those who do not meet recognition within grade level teams.

Next Steps:
- Look into Infinite Campus to start looking at frequency, time of day, location, etc. to help areas that can be addressed.
- Develop Crisis Plan/Extreme Danger developed for everyone.
- Update the Handbook for 18-19 school year.
- Began to create flow chart aligned with magnitudes for staff to use to respond to behaviors.
- Add restorative piece to re-entry of the classroom after a referral or refocus/Look at how to build relationships or who kids trust and can talk to when needed.
- Took a staff vote to implement Mind-Up into the teach-to schedule of 4 Be's and 8 Keys in the fall.
Strategic Plan Quarterly Update
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Focus this quarter:
Results:
Next Steps:
Willard Elementary

*Willard 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 and Math as measured by the WY-TOPP results.

**Data:** Data:

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

**Time:**

<table>
<thead>
<tr>
<th>Time</th>
<th>Low</th>
<th>At or Approaching</th>
<th>On or Above</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 5th Grade ELA Interim</td>
<td>74%</td>
<td>23%</td>
<td>3%</td>
</tr>
<tr>
<td>Fall 4th Grade ELA Interim</td>
<td>76%</td>
<td>18%</td>
<td>6%</td>
</tr>
<tr>
<td>Fall 3rd Grade ELA Interim</td>
<td>65%</td>
<td>32%</td>
<td>3%</td>
</tr>
</tbody>
</table>
| Winter 5th Grade ELA Interim | 66% | 23%               | 12% Winter 4th Grade ELA
| 9% Winter 3rd Grade ELA Interim | 69% | 22%               | 9%          |
| 11%                   | 1%  |                   |             |

**Strategy:** Reading Achievement -

Grade Level Collaboration using the P.L.C. Model
Intermediate and Primary Collaboration using the PLC Model
Inclusion/Co-Teaching
Research Based 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:** Timeline: 10/2015-5/2016

**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*
Strategic Plan Quarterly Update
Quarter 4 - 2017-18

*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 framework
*Grade level teams have continued to analyze data from common formative assessments to drive instruction and form enrichment and intervention groups.
*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."
**Next Steps:** Willard Elementary has closed its doors.

---

**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:** PAWS Math Data

<table>
<thead>
<tr>
<th>Date</th>
<th>PAWS Actual</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2013</td>
<td>PAWS 80.9%</td>
<td></td>
</tr>
<tr>
<td>May 2014</td>
<td>PAWS 43% - Partially Meeting</td>
<td>43% - Partially Meeting</td>
</tr>
<tr>
<td>May 2015</td>
<td>PAWS 39% - Partially Meeting</td>
<td>44% - Partially Meeting</td>
</tr>
<tr>
<td>May 2016</td>
<td>PAWS 48% - Meeting 50% -</td>
<td>Meeting</td>
</tr>
<tr>
<td>May 2017</td>
<td>PAWS 36% - Not Meeting</td>
<td>Meeting</td>
</tr>
<tr>
<td>May 2018</td>
<td>PAWS 36% - Not Meeting</td>
<td>Meeting</td>
</tr>
<tr>
<td>May 2019</td>
<td>PAWS 36% - Not Meeting</td>
<td>Meeting</td>
</tr>
</tbody>
</table>

**Data:** WY-TOPP Interim Math -

<table>
<thead>
<tr>
<th>Time:</th>
<th>Fall 3rd Grade Math Interim</th>
<th>Fall 4th Grade Math Interim</th>
<th>Fall 5th Grade Math Interim</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interim</td>
<td>Low</td>
<td>At or Approaching</td>
<td>On or Above</td>
</tr>
<tr>
<td>3%</td>
<td>3%</td>
<td>3%</td>
<td>4%</td>
</tr>
</tbody>
</table>

Winter 5th Grade Math Interim 87% 10% 3% Winter 4th Grade Math Interim 72% 25% 3% Winter 3rd Grade Math Interim 63% 30% 7%

**Strategy:** Math Strategies:
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

Willard Elementary Page 2
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. 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."

Next Steps: Willard Elementary has been closed

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

<table>
<thead>
<tr>
<th>School Year</th>
<th>Q. 1</th>
<th>Q. 2</th>
<th>Q. 3</th>
<th>Q. 4</th>
<th>Total for Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016/2017</td>
<td>80%</td>
<td>73%</td>
<td>75%</td>
<td>81%</td>
<td>78% 2017/2018</td>
</tr>
<tr>
<td>2018/2019</td>
<td>80%</td>
<td>79%</td>
<td>80%</td>
<td></td>
<td>86%</td>
</tr>
</tbody>
</table>

Data:

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

<table>
<thead>
<tr>
<th>General</th>
<th>Academic</th>
<th>Emotional</th>
<th>Social</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2017</td>
<td>24.26%</td>
<td>22.28%</td>
<td>48.51%</td>
</tr>
</tbody>
</table>

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 Fabulous Friday Eagle’s Nest Cafe
Timeline: 9/2017 - 5/2019
Focus this quarter: During Quarter 4 teachers focused on supporting students through the closing of Willard Elementary. We worked to prepare students for new school environments, worked with receiving schools and principals to share data and information that would ensure success for our Willard students, and help families with open house dates and locations.
Results: Students were prepared for their up and coming transition to a new building.
Next Steps: Willard is closed.
Woods Learning Center

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

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

**Data:** Reading

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

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

**Timeline:** 8/2017 - 5/2019

**Focus this quarter:** During our PLC work, we identified priority standards in ELA for each grade level and unpacked each standard.

**Results:** Through identifying priority standards grades 4-5 and 6-8 found that Making Meaning is not the only resource needed to meet all standards. These grades are looking into other supplemental resources.

**Next Steps:** Our staff will be trained in proficiency scales and classroom assessments in ELA to match our priority standards. Then we begin work on writing them.

---

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

**Data:** Math

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

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

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

**Focus this quarter:** All grade levels practiced using WY-TOPP modulars to prepare students for interim and summative WY-TOPP testing.

Grades 3-6 have continued to use online resources to focus on fact practice to prepare students for the next grade level of math.
Strategic Plan Quarterly Update
Quarter 4 - 2017-18

**Results:** Due to practicing the WY-TOPP modulars, teachers felt that students were better prepared to take the WY-TOPP interim and summative assessments in terms of navigating the assessment.

Teachers found that students are farther along in math facts this year than in the previous years.

**Next Steps:** We will create a critical vocabulary list in the 2018-2019 school year. We will wait until after district math summer work happens to see if critical vocabulary is identified at the district level.

We will begin to identify math priority standards as part of our PLCs when we have finished writing benchmarks and proficiency scales for ELA.

Next fall teachers will look at WY-TOPP scores of our Woods students and the cut scores (if they have been created) to inform instruction.

---

**Goal:**

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**

**Next Steps:**

---

**Goal:**

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**

**Next Steps:**
Dept. of Differentiation and Early Childhood

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

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

Data:

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

Strategy:

Strategy 1: Early Childhood - School Readiness

Action: Accredited Preschool Programs

Action: Collaboration with Community Early Childhood Agencies (NCECA)

Action: We Read

Timeline: 7/2015 - 6/2019

Focus this quarter: Accredited Preschools:

Two competitive federal grants have been written and won this spring. The DFS/TANF Early Childhood Community Partnership Grant for a total of $100,000.00 over a two year period. $80,000 of this grant helps pay for NCSD preschool teachers in National Association for the Education of Young Children (NAEYC) accredited preschools and $20,000 is shared with other preschool providers such as Head Start, CDC and CC Early Learning Center to provide early learning experiences for families and professional development for early learning providers in the community. The Wyoming TANF Preschools for At-Risk Students Grant for a total of $562,878.00 over a two year period has been approved and will be accepted beginning October 2018. This grant will be used to help pay for NCSD preschool teachers in NAEYC accredited preschools.

Preschool teachers/programs at Mt. View, University Park and Willard have been moved to other Title I schools allowing for the continuation of services to students. Journey, Lincoln and Journey will house two teachers, four classes and up to 72 preschool students during the 2018-19 school year. NCSD has space for up to 342 preschool students in the fall.

Preschool applications became available on May 1, 2018. Each one had to be financially audited to determine if families qualified for priority based on Federal Income Guidelines 2018-19. Students from families who do qualify financially are given first priority in NCSD preschools because of the federal grant.

All families where notified either by phone or by US mail about which preschool their child was registered to attend next fall or about their waitlist status with opportunities to enroll at preschools with opening by June 20, 2018.
Collaboration with Early Childhood Agencies (NCECA):
The Natrona County Early Childhood Alliance continues to meet monthly to debrief about events that have been sponsored, to keep up to date about early childhood happenings around the community and to plan events for families and providers of young children.

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 September 2018 - February 2019.

Three elementary teachers continue to write monthly articles for children and their families that coincide with the We Read Books that are published in the weekly My Trib children's newspaper, which is delivered free to each elementary school by the Casper Star Tribune weekly for every student in grades K - 3. My Trib is also available in the Casper Star Tribune Newspaper weekly.

Results: Results: Early Childhood - School Readiness

Accredited Preschools:
Current enrollment and vacancy numbers by school as of 7.9.18:

<table>
<thead>
<tr>
<th>Preschool</th>
<th>Capacity</th>
<th>Students Enrolled</th>
<th>Seats Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bar Nunn</td>
<td>72</td>
<td>50</td>
<td>22</td>
</tr>
<tr>
<td>Cottonwood</td>
<td>36</td>
<td>36</td>
<td>0</td>
</tr>
<tr>
<td>Evansville</td>
<td>36</td>
<td>36</td>
<td>0</td>
</tr>
<tr>
<td>Journey</td>
<td>72</td>
<td>72</td>
<td>0</td>
</tr>
<tr>
<td>Lincoln</td>
<td>72</td>
<td>66</td>
<td>Holding 6 seats for EL families</td>
</tr>
<tr>
<td>Midwest</td>
<td>18</td>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td>Pineview</td>
<td>36</td>
<td>36</td>
<td>0</td>
</tr>
<tr>
<td>Total Students</td>
<td>298</td>
<td></td>
<td>44</td>
</tr>
<tr>
<td>Waitlist</td>
<td></td>
<td></td>
<td>40 students</td>
</tr>
</tbody>
</table>

Collaboration with Community Early Childhood Agencies (NCECA):
Recent NCECA events include:
April 17, 2018 - The Week of the Young Child Celebration at the Lyric. Families from across the community celebrated together with music, movement, art, food and stories. Approximately 50 in attendance
May 8, 2018 - Early Childhood Round Table at the Ramkota. Preschool and childcare providers learned about Family and Program Relationships from Betsy Carlin, who is currently a teacher/facilitator in a toddler classroom and as an Early Childhood Consultant specializing in leadership development in Teton County. Approximately 60 in attendance.
June 20, 2018 - NCECA Leadership stuffed 500 additional Ready League Backpacks with lots of early childhood information and hands on learning materials for families to be distributed at several events this summer.

We Read:
We Read books have been ordered for September 2018 through February 2019 for every student and teacher in grades K - 3. Each school library will also receive one copy of each of the books. Extra books are ordered for the NCSD Homeless Coordinator and to be available for fluctuations in enrollment. Half of the books will be
delivered to individual schools in August and the other half in October. School librarians will inventory the books and then distribute them to children monthly.

We Read Books Ordered:

<table>
<thead>
<tr>
<th>Month</th>
<th>Kinder</th>
<th>1st grade</th>
<th>2nd grade</th>
<th>3rd grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept. 2018</td>
<td>1164</td>
<td>1060</td>
<td>1117</td>
<td>1095</td>
</tr>
<tr>
<td>Oct. 2018</td>
<td>1164</td>
<td>1060</td>
<td>1117</td>
<td>1095</td>
</tr>
<tr>
<td>Nov. 2018</td>
<td>1164</td>
<td>1060</td>
<td>1117</td>
<td>1095</td>
</tr>
<tr>
<td>Dec. 2018</td>
<td>1164</td>
<td>1060</td>
<td>1117</td>
<td>1095</td>
</tr>
<tr>
<td>Jan. 2019</td>
<td>1164</td>
<td>1060</td>
<td>1117</td>
<td>1095</td>
</tr>
<tr>
<td>Feb. 2019</td>
<td>1164</td>
<td>1060</td>
<td>1117</td>
<td>1095</td>
</tr>
<tr>
<td>Total</td>
<td>6984</td>
<td>6360</td>
<td>6702</td>
<td>6570</td>
</tr>
</tbody>
</table>

Grand Total: 26,616 books

Next Steps: Next Steps: Early Childhood - School Readiness

Accredited Preschools:
Director of Differentiation and Early Childhood will continue to take preschool applications, audit them and enroll students into NCSD preschools over the summer months. Preschool teachers will complete creating classes and contact families about a home visit during the first week of school in September. Preschool teachers will work with the Director of Differentiation and Early Childhood in PLC groups to begin work on the newly streamlined NAEYC Accreditation Model.

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 begin to plan how to use the DFS/TANF Early Childhood Partnership Grant over the next two year cycle.

We Read:
Recruit teachers to write content for the My Trib weekly student newspaper for the 2018-19 school year. Oversee the payment and distribution of monthly We Read Books. Plan for the second semester We Read Book ordering from local vendors.

Goal: See page 1.
Data: See page 1.
Strategy: Strategy 2: Differentiated Learning Opportunities
  Action: Differentiated Kindergarten (Classic K, Traditional K)
  Action: ESL Program Schools/SIOP Programming
  Action: MTSS (Academic/Behavioral)
  Action: Library Services Support
Timeline: 7/2015 / 6/2019
Focus this quarter: Focus this Quarter: Differentiated Learning
Differentiated Kindergarten:

Dept. of Differentiation and Early Childhood Page 3
The Classic Kindergarten program and teacher at Mountain View will move to FCA for the 2018-19 school year. The Classic Kindergarten program and teacher at Willard will move to Southridge for the 2018-19 school year. Preparation for the move of the programs has created many meetings with school principals and with the teachers. The Director of Differentiation and Early Childhood has helped to create transition plans for the physical move, the classroom space, and the furnishings. She has spent time reviewing the Classic K purpose, curriculum, assessment plan and other important aspects of the plan with the two new principals.

End of the year parent and teacher surveys were completed in each Classic K program. That information has been compiled. End of the year Brigance assessments were administered to look for effectiveness of the Classic K Program. The Director of Differentiation

All three Classic Kindergarten classes are full (holding 2 spots for referrals in the fall from schools and parents). Class size for Classic Kindergarten remains at 15 students per teacher.

ESL Programming:
252 NCSD EL students took the ACCESS test and 4 NCSD EL students took the ACCESS-Alt test during the spring of 2018. 64% of NCSD EL students attend one of our EL Program schools and are instructed by certified ESL teachers in collaboration with traditional classroom teachers. 46% of NCSD EL students attend non-ESL Program schools, by parent choice or by enrollment capacity, with support from district tutors in collaboration with traditional classroom teachers. Every school except one in Natrona County has one or more EL students.

ESL teachers began validating the new English Language Development (ELD) curriculum, aligned with our NCSD Curriculum, for our ESL Hub schools. The Draft Curriculum has been approved by the NCSD C & I Leadership Team. KWHS has created a plan for a Pathway for English Learner students as they enter high school. KWHS Teachers have volunteered to attend the ESL State Conference and the SIOP (Sheltered Instruction) training over the summer in preparation for the new pathway for students.

Each English Learner (EL) Program school, including Lincoln, Evansville, Fort Caspar Academy, Dean Morgan, Centennial, KWHS and NCSD was provided with funding to host a family night specifically for EL families. These Family Breakfasts or Evenings provided families with information about the ESL program in our district as well as information about the federally required ACCESS testing that all EL students take each spring. This is part of the new Title III guidelines under ESSA.

Each EL Program school was also provided with funding in April for supplemental curricular materials. Orders were submitted and processed through the NCSD Grants Office and then cataloged and distributed to schools.

Multi-Tiered Systems of Support:
The district level MTSS team has met three times with the goal of building a system for schools that includes levels of support for students in both academic and behavior.

Seventeen elementary schools (MTSS Cohort 1) completed 8 days of training with Diana Browning Wright - Multi-Tiered System of Supports: Delivering a Continuum of Evidence-Based Practices. Between each training session, the Director of Special Education, the Director of Differentiation and Early Childhood, Behavior
Interventionists and the At-Risk Program Leader met with MTSS Leadership teams from each elementary school in the cohort to support the work required by the trainer.

Secondary schools were given the opportunity for the same Multi-Tiered System of Supports (MTSS Cohort 2). Five of the six middle schools will participate in the new cohort during the 2018-19 school year. The district MTSS leadership team will work with Diana Browning Wright to provide that training.

Library Services Support:
The NCSD Library Services program closed on June 7, 2018. Services that have been provided by this program will now be localized at each individual school. Monthly trainings were held this year for elementary librarians to allow them opportunities to learn to how to order, catalog, process, weed and discard books as well as to navigate the Alexandria system. The Library Services Office and Records Clerks did the largest part of the trainings.

This spring all of the books in the Library Services Lending Library Collection were distributed to schools by request, some were discarded. All materials and furnishings were distributed to school libraries by request or surplused.

The Office and Records Clerks assisted the three “Shuttering” schools with the closing of their school libraries by weeding the collections, discarding outdated materials and then boxing the remainder of the books for future use. Those collections have been protected inside the shuttered schools in the situation that they may reopen sometime in the next three years.

Planning for support for librarians and for their future training has begun.

Results: Results: Differentiated Learning Experiences

Differentiated Kindergarten:
Classic Kindergarten programs will be held at Crest Hill, Fort Caspar Academy and Southridge for the 2018-19 school year. Transitions to the new building have taken place.

The End of the Year Classic Kindergarten Parent Survey showed that the vast majority of parents believed that their child had grown a lot emotionally, socially and academically during the 2017-18 school year. They also believed that their child’s teacher had kept them informed about his/her growth. Parents were overwhelmingly pleased with their child’s progress and believed that he/she was prepared to be successful in a traditional kindergarten program during the 2018-19 school year.

End of the Year Assessment Data shows significant growth in students being ready to be successful in a traditional kindergarten.

Results are as follows:

Crest Hill CK - Kindergarten Ready 2018 (Brigance III)
January 2017: 11 students below avg., 4 students avg. or above
May 2018: 2 students below avg., 13 students avg. or above

Mountain View CK - Kindergarten Ready 2018 (Brigance III)
January 2017: 12 students below avg., 1 student avg. or above

Dept. of Differentiation and Early Childhood Page 5
Strategic Plan Quarterly Update  
Quarter 4 - 2017-18

May 2018: 3 students below avg., 10 students avg. or above

Willard CK - Kindergarten Ready 2018 (Brigance III)  
January 2017: 10 students below avg., 5 students avg. or above  
May 2018: 1 student below avg., 14 students avg. or above

Total CK Program - Kindergarten Ready 2018 (Brigance III)  
January 2017: 33 students below avg., 10 students avg. or above  
May 2018: 6 students below avg., 37 students avg. or above

ESL Programming:  
256 NCSD EL students took the ACCESS test measuring English language acquisition. Results of the ACCESS test 2018 indicate that 27 EL students scored at a proficient level and are able to exit the program. 59% of the proficient EL students attended schools with ESL programs and 41% of them attended schools tutors providing EL support. Those students will be monitored for 2 years to insure that they are able to keep their proficiency level high. Overall this ACCESS data indicates that 11% of our EL students reached proficiency during the 2018-19 school year.

All ESL program schools have been using the new ELD program standards and have begun to validate them. These program standards are aligned to the WIDA program standards and to the NCSD Content Standards.

Multi-Tiered Systems of Support:  
With the larger focus of MTSS training being on the behavior side this past year, the 17 elementary schools who participated in the Diana Browning Wright - Multi-Tiered System of Supports: Delivering a Continuum of Evidence-Based Practices have completed the following in a Train the Trainer model:  
Teacher Belief Survey - examining how teachers feel about discipline/redirection/positive supports  
Universal Behavior Screening - SAEBRS assessment to target students in need of behavior interventions  
Collection and analysis of Out of Classroom and Office Referral Data  
Tiered Fidelity Inventory - schoolwide check to see what positive supports are being implemented  
Proactive Classroom Strategies training/implementation  
Bullying training/assessment flowchart for interventions  
SIMS - specific assessment to determine if a child’s behavior is acquisition or performance based - interventions for both  
Purchase and implementation of an evidence based Social and Emotional Learning Curriculum  
Regularly scheduled MTSS meetings with the school leadership team and the school Behavior Interventionist

Library Services Support:  
22 elementary librarians trained and ready to manage their school libraries without the assistance of Library Services employees.  
Schedule for monthly collaboration and training between elementary and secondary librarians.  
3 elementary libraries “shuttered”.  
Library Services closed - materials and furnishing distributed as needed.
**Next Steps:** Differentiated Learning Experiences

**Differentiated Kindergarten:**
Classic Kindergarten teachers will meet in a PLC format weekly to continue to look at the needs of the children in the program and to update the curriculum maps and assessment plan as needed. The Director of Differentiation and Early Childhood will visit the CK classrooms monthly to provide support as necessary. Data collection will continue as Classic K students move from Classic K to 3rd Grade.

**ESL Programming:**
Work has begun and will continue to build Individual English Language Development Plans for students. These plans will be hosted in Infinite Campus.

The ESL teachers will work with the ESL Program Leader and Director to finish validating the ELD program curriculum and developing an assessment plan.

**Multi-Tiered Systems of Support:**
The district level MTSS Team will work to create opportunities for school teams to learn about both academic and behavior multi-tiered systems of support. Members of the team will meet with school leadership teams during the 2018-19 school year on a regular basis to check for implementation and to support as needed. The MTSS leadership team will collect and review school data to determine future training needs.

The Director of Special Education and the Director of Differentiation and Early Childhood will continue to work with Diana Browning Wright to build trainings for Year 2 (six days) for MTSS Cohort I (elementary schools) and for Year 1 (8 days) for MTSS Cohort 2 (secondary schools).

**Library Services Support:**
The Director of Differentiation and Early Childhood will continue to support school libraries by collaborating with a newly formed Library Advisory Team. This team will be composed of school librarians from elementary and secondary schools with the purpose of planning for training needs within the librarian ranks.

Elementary librarians will collaborate monthly with each other and with secondary librarians three times annually. Secondary librarians will collaborate monthly with each other and will provide support and training to elementary librarians as necessary.

The Director of Differentiation and Early Childhood will create a communication based on librarian surveys from the spring of 2018 to share with school principals to share information about new duties assigned to school librarians with the closure of Library Services.

**Goal:**

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**

**Next Steps:**

Dept. of Differentiation and Early Childhood Page 7
Strategic Plan Quarterly Update
Quarter 4 - 2017-18

Goal:

Data:

Strategy:

Timeline:

Focus this quarter:

Results:

Next Steps:
District Athletics & Activities

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

_goal:_ Goal 1: By May 2019, student participation (engagement) in co-curricular activities offered 6-12th grade will be supported, tracked, analyzed and shared district-wide in order to promote the development of prepared graduates, to annually grow student participation rates in co-curricular activities and to increase the graduation rate to 85% or above.

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

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

_strategy:_ Strategy 1: Increase 12th grade engagement in co-curricular activities up to 2%-3% annually by supporting co-curricular activities K-12th grade which promote the development of students and align with the interest of students K-12. Student interest in activities will be gathered from the voice of the student survey, by maximizing employee & parent talents and by utilizing stakeholder feedback.

_timeline:_ 10/2014 – 6/2019

_data:_ 12th Grade Participation Rate In Co-Curricular Activities

<table>
<thead>
<tr>
<th>Actual</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2013=48%</td>
<td></td>
</tr>
<tr>
<td>May 2014 =50%</td>
<td></td>
</tr>
<tr>
<td>May 2015= 45%</td>
<td>May 2015=52%</td>
</tr>
<tr>
<td>May 2016= 54%</td>
<td>May 2016=54%</td>
</tr>
<tr>
<td>May 2017= 46%</td>
<td>May 2017=56%</td>
</tr>
<tr>
<td>May 2018= 57%</td>
<td>May 2018=58%</td>
</tr>
<tr>
<td>May 2019=</td>
<td>May 2019=61%</td>
</tr>
</tbody>
</table>

_timeline:_ 10/2014 - 6/2019

_FOCUS this quarter:_ The focus remained the same as the third quarter, to support the good momentum generated in student participation in the first half of the year with the tools, knowledge and experience in order to grow our current co-curricular activities plus jump start the new activities added at the middle level—golf, soccer and archery. The preliminary numbers of students engaged in this quarter did meet or exceed previous years student engagement in co-curricular activities at this same quarterly reporting time period.
A new focus of this department the past 23 months is the management of outside use of NCSD facilities by club teams. All of the teams have NCSD elementary and secondary students on their volleyball, basketball, soccer, swimming, softball wrestling, track and baseball teams. We have been able to place all requesting teams in NCSD facilities for practices and tournaments. There are approximately 1000 NCSD students participating on the teams which use NCSD facilities after 6pm daily for practices and on weekends for events.

**Results:** The results confirmed the anticipated strong student participation rates in co-curricular activities during both halves of the school year in which the participation rates are collected, analyzed an shared with the schools.

We saw a nice increase in 12th grade student participation in co-curricular activities during the 17-18 school year. I believe this is one of the main keys in our area to positively impact graduation rates. The 57% participation rate by 12th grade students was just 1% lower than the goal for this year.

Overall the student participation rate in co-curricular activities grades 6th through 12th equaled 74.5%. versus a goal of 82%. The middle level student participation rate hit 81% while high school participation rates came in at 61%.

**Next Steps:** The final step for data collection for the 17-18 school year is to determine graduation rates for 12th grade students engaged in at least one co-curricular activity during their 12th grade year. I will work with Wendy Mayberry over the next few weeks to determine this number.

The next step is to share the good news of increased student participation rates with each secondary school and to reflect on who, what, when, why and how this happened in the 17-18 school year. This information will help with creating our strategy to improve the participation rates again in the 18-19 school year so our overall goals for the five years are measured and met by June 2019.
Strategic Plan Quarterly Update
Quarter 4 - 2017-18

Strategy:
Timeline:
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 Department will achieve 80% satisfaction on customer surveys.

By June 2019, outstanding work order benchmarks established 07/2016:

0-30 days: 67%  31-60 days: 13%  61-90 days: 7%  91-120 days: 5%  120+ days: 8%

Revised outstanding work order benchmarks starting 4/1/2018:

0-30 days: 75%  31-60 days: 10%  61-90 days: 6%  91-120 days: 4%  120+ days: 5%

Develop strategies that maintain our position in the "Top 20% KPI" nationwide K-12 School Dude work orders that we currently achieved and work toward achieving the "Top 20% KPI" in other areas. KPI – Key Performance Indicators.

Data: Stakeholder Satisfaction Rating:

FY 17 = 92.30%  Maintenance and Custodial Services Department
FY 18 = NA  Maintenance and Custodial Services Department

School Dude work order "Key Performance Indicators" (KPI):

Average number of days to complete all work orders submitted:

NCSD #1 Maintenance and Custodial Services: 11.06 days
Top 20%: 9.45 days
Median: 15.5 days
Low 20%: 25.2 days

Percent of corrected maintenance work orders completed within 7 days:

NCSD #1: 67%
Top 20%: 77%
Median: 63%
Low 20%: 47%

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

NCSD #1: 96%
Top 20%: 95%
Median: 82%
Low 20%: 58%

Percent of preventive work orders compared to total work orders:

NCSD #: 23%
Strategic Plan Quarterly Update
Quarter 4 - 2017-18

Top 20%: 50%
Median: 19%
Low 20%: 5%

Percent of all work orders completed by requested completion date:
NCSD #1: 75%
Top 20%: 86%
Median: 63%
Low 20%: 52%

Percent of completed work orders with quality data (Key fields have information-craft, purpose labor hours, material costs, action taken, work request description, etc.)
NCSD #: 100%
Top 20%: 97%
Median: 79%
Low 20%: 35%

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

Focus this quarter: The Maintenance and Custodial Services staff continues to identify processes that:
a. Ensure effective documented processes
b. Identify, develop, implement and monitor operational processes that enhance services for all stakeholders

Results: Outstanding work order benchmarks 06/30/2018:
0-30 days: 70% 31-60 days: 19% 61-90 days: 7% 91-120 days: 2% 120+ days: 2%

Outstanding work order benchmarks 06/30/2017:
0-30 days: 71% 31-60 days: 10% 61-90 days: 11% 91-120 days: 3% 120+ days: 2%

Outstanding work order benchmarks 06/30/2016:
0-30 days: 62% 31-60 days: 14% 61-90 days: 14% 91-120 days: 2% 120+ days: 8%

Outstanding work order benchmarks 06/30/2015:
0-30 days: 67% 31-60 days: 11% 61-90 days: 8% 91-120 days: 5% 120+ days: 9%

Total number of outstanding work orders:
06/30/18: 624 06/30/17: 504 06/30/16: 606 06/30/15: NA

Total number of work orders completed this quarter:
04/01/18 thru 06/30/18: 3,082
04/01/17 thru 06/30/17: 2,901
04/01/16 thru 06/30/16: 2,747
04/01/15 thru 06/30/15: 3,425
Strategic Plan Quarterly Update  
Quarter 4 - 2017-18

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

Overtime reduction efforts:
FY15 overtime expenditures: $138,892.61  
FY16 overtime expenditures: $  58,816.42  
FY17 overtime expenditures:  $ 26,890.15
FY18 overtime expenditures: $  16,920.34 thru 3/31/18.  4th quarter results were not available.

Overtime reduction strategies were accomplished by creating a “Work Order Prioritization Protocol” so our customers are aware of how we prioritize our work, enhanced screening of after hour calls we receive to determine if they are truly an emergency that we need to respond or if it can wait until the next business day, and flexibility that has been approved to trade non-exempt work hours within the same work week along with other operational efficiencies and initiatives.

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. Identify, develop, implement and monitor operational processes that enhance services for all stakeholders  
c. Continue to develop strategies that maintain our position in the “Top 20% KPI” that we currently achieved and work toward securing the “Top 20% KPI” in other KPI benchmark areas.

Starting July 1st, 2018 CSF maintenance and custodial staff will add our mothballed buildings to our weekly vacant building inspections.

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 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: Custodial staff:
Class: Proper preparation and sealing of wood gym floors at Crest Hill Elementary School.
Date: 6/19/18
Attendees: Elementary custodians with wood gym floors attended training session provided by gym seal manufacturer.

Maintenance staff:
Class: PK boiler factory training
Date: 7/16/18 – 7/20/18
Attendees: Matt Baier and Michael Simpkins

The Director of Maintenance and Custodial Services and our Major Maintenance Project Manager continue to present information to the Board Infrastructure Planning Committee members regarding our services and processes we use to maintain our District facilities and grounds. We look forward to sharing our work and responding to their questions.

Next Steps: The Maintenance and Custodial Services Department staff will continue 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

The site based custodial maintenance program was approved to implement at KWHS, Centennial and PIC/RHS during the summer of 2018.

Full implementation of the site based custodial maintenance program at all locations will be completed over the next 16 months.
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 fully implemented an assessment system that supports teaching and learning in all nine content areas, that is aligned to Wyoming Department Education requirements, that is research based and that models best practices.

**Data:**
- ELA Validation Agenda - https://docs.google.com/document/d/1RNrzRfoa7TFaHX35swzJO8CaVCvEG1bmdEn7s1diogQ/edit?usp=sharing
- Health Validation Agenda - https://docs.google.com/document/d/1kd4Sm7stJ-xMf-6sMWs6EBors4FNf_bemNk0k8Rh1MY/edit?usp=sharing

**Strategy:** Create protocols for researching and implementing effective assessments and techniques for professional development - through 2 June Subject Area Committees

**Timeline:** 9/2015- 5/2019

**Focus this quarter:** Validating assessments that were in use for the 2017-18 school year in ELA and Health

**Results:** In 2017-18, the assessment subject committees in Health and ELA revised assessments based on feedback from colleagues. The assessments in both ELA and Health are fully operational.

**Next Steps:** Deployment of revised and fully operational assessments September 2018 for Health and PE

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

**Data:**
- PE Subject Area Committee Feedback (1-5) : Instructor/Leader-5, Informative - 5, Applicability- 4.9, Practicality - 5, Presentation - 5
- FPA Subject Area Committee Feedback (1-5) : Instructor/Leader-4.8, Informative - 4.8, Applicability- 4.98, Practicality - 4.8, Presentation - 4.2

**Strategy:** Create protocols for researching and implementing effective assessments and techniques for professional development

**Timeline:** 9/2015- 5/2019

**Focus this quarter:** Finish writing assessments for FPA and PE

**Results:** Assessments were finished in both FPA and PE

**Next Steps:** Assessments in FPA and PE will be validated during the 2018-19 school year

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**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:** April-June 27 school visits

**Strategy:** Meet with building leadership teams/collaborative teams to discuss data results, determine what it means, and how to use it through the PLC process.

**Timeline:** 09/2015 - 05/2019

**Focus this quarter:** Continue to support teams through formative assessment development

**Results:** Continued intentional work around formative assessments and supporting PLC process

**Next Steps:** Continue the work

Research and Assessment Page 1
Goal:
Data:
Strategy:
Timeline:
Focus this quarter:
Results:
Next Steps: