



Executive Summary

Weston County School District #7

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Introduction

Every school system has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school system makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school system stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school system, and the kinds of programs and services that a school system implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school system with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the community will have a more complete picture of how the school system perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school system to reflect on how it provides teaching and learning on a day to day basis.

Description of the School System

Describe the school system's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school system serves?

As a community, we prepare all learners to achieve excellence through quality and relevant educational experiences--District Mission
Over the past year, we have engaged in our comprehensive strategic plan (Year 1) including three distinct goals. Part of the process has involved a number of staff members, parents, and community members engaging in action teams. In addition, the administration shared the Year 2 successes and areas for improvement with the district strategic planning committee met in March 2015. Also, the team provided direction for Year 3 priorities. All of our work, including professional development, work with the families and community, and focus of improvement revolves around our district's strategic plan and the elements necessary to meet our strategic goals.

Weston County School District # 7 is comprised of approximately 780 square miles with an estimated population of around 1,100. The District offers an exceptional educational program to its 264 students in grades kindergarten through twelve. The community is proud of the scholastic accomplishments of its students. School activities serve as an important part of the overall school program as well as providing the social activities for the entire community. In the past several years, enrollment which had begun to decline has stabilized and grown slightly, and with this, we are also seeing a growth in poverty.

Challenges before us include the work of the school district and community to attract new families and students to the district, to continue to grow and expand academic and co-curriculum programming for students K-12, and to foster more involvement from families. Economically, the patrons of the district continue to support the school, but many of the major employers are coal mines, which can create challenging schedules to achieve the goal of increasing engagement from parents. In addition to challenging schedules, the uncertainty with the energy industry creates some concern for the future.

System's Purpose

Provide the school system's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school system embodies its purpose through its program offerings and expectations for students.

The purpose of Weston County School District # 7 is provide an environment with high expectations and a focus on developing the whole child.

The mission is: As a community, we prepare all learns to achieve excellence through quality and relevant educational experiences.

Our vision: A caring community inspiring all learners to be "The Best on Earth"

Our values: Collaboration, Compassion, Innovation, Integrity, Personal Growth, Relationships, Trust, and Work Ethic

Our district beliefs can be found in our board policy ADA, which includes the roles of the parents, community, teachers, principals, the superintendent, and the board of trustees.

The district believes that every student can be successful, that quality teaching will result in higher student achievement, and that education is a shared responsibility of the student, the school, the home, and the community.

The district expects all students to demonstrate continuous improvement on all performance indicators in reading and mathematics, the schools provide an aligned curriculum that addresses important academic content and essential life skills and utilize instructional strategies that reflect best practices that engage students in the learning process. In addition, the district will promote and integrate appropriate technology to enhance curricular outcomes and develop a strong partnership with parents and the community. The district has spent the last several years identifying key interventions to address the needs of students who have not yet met performance indicators in reading and math. At this time, the district also has begun to integrate technology to enhance learning. However, the continued integration and adoption of ever-changing technologies will pose a worthy challenge to us as will our work engaging families in the work of the school.

Notable Achievements and Areas of Improvement

Describe the school system's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school system is striving to achieve in the next three years.

The district strategic plan has given great guidance to the district's administration and staff.

As our achievement data will reflect, the district's state test scores have shown a stable performance in reading and math. Our elementary school continues to receive "Exceeding Expectations" and our HS a "Meets Expectations" while our MS received a "Partially Meets" on the WAEA. Science is still of specific concern and the district is spending time reviewing the data as well as the curriculum and instruction. The district focuses interventions in reading, through K-2 early literacy specialists and Title I support as well as implementing a strategic intervention in the intermediate (3-5), and middle school grades (Scholastic Read 180) and the HS with a Reading/English Skills Class. This intervention has been primarily teacher directed based on student need. The HS has also implemented a Math Skills Class.

An additional strength of the district is that many of the staff members are versed in data analysis and in utilizing data to inform instruction. We have spent time with further training on NWEA Map testing and utilizing the data to tailor instruction to individual student needs. We now have begun to identify priority standards as we map our curriculum and develop proficiency scales to measure student progress.

We are extremely proud to offer our students a wide variety of opportunities to excel and develop. Our students in Upton have had a number of academic and non-academic co-curricular activities in which to participate. In recent years, students have had an opportunity to participate in Knowledge Bowl, National History Day, among other clubs such as FCCLA, FFA, FBLA, and Student Council at Middle School and High School.

As we move into the next few years, our focus will continue to be on raising student achievement. One action the district must take next is to develop more comprehensive and viable curriculum guides for all subjects. We have completed the K-12 Language Arts guide, the MS-HS Math guide, the MS-HS Basic Technology guides, and are in process with the elementary math guide. This coming year we will align our social studies, PE & Health, and all of our Career and Tech Ed programs.

Areas for improvement include further math intervention K-8 as well as improved critical thinking/problem solving and writing.

Maintaining students from kindergarten through graduation is a continued area of struggle. We are working on solutions to raise our graduation rate ensuring that all students who begin with us in 9th grade and remain with us cross the graduation stage. An additional concern is to ensure that our junior ACT scores and those of the subsequent senior year prepare more students for college readiness. District results have been lower than the state average, thus middle and high school staff and administration must begin to address the concern. In addition, the district will continue to provide professional development in assessment literacy and develop formative assessment in all areas so that teachers have the necessary data to make instructional adjustments for one student, several, or many.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

We are a small district with many of the same opportunities a large district can offer. We have a strong set of co-curricular activities, many athletic teams, and a number of concurrent enrollment course offerings to provide high school students with college credit, although we have growing concern about the college credit opportunities as the Higher Learning Commission's criteria take effect. We continue to review opportunities for dual enrollment or college level courses as well as looking to provide differentiated course offerings in the middle school as well as providing more opportunities and appropriate instruction for our most gifted students. We are beginning in-depth conversations regarding personalized learning for all students as it is a thread that runs throughout our strategic plan. Our small staff works extremely hard to provide every opportunity possible to our students in WCSD #7.