

# Weston County School District #7

## Strategic Plan December 2015 Update

**Our Mission:** As a community, we prepare all learners to achieve excellence through quality and relevant educational experiences.

**Our Vision:** A caring community inspiring all learners to be “The Best on Earth”

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### Goal 1 : Prepare All Students to Be College and Career Ready

**Objective 1: Meet individual goals on Personalized Learning Plans in:**

**A. Academics**

**B. Career Readiness**

**C. Citizenship**

**Measure:** MAP, PAWS, ACT Suite, career-tracking assessments, Wyoming Vocational aptitude test, classroom grades, community service records, district assessments, progress monitoring (formative assessment)

**Strategy – 1**

Research PLPs

The superintendent has been providing the administration with good articles and websites The superintendent has been providing the administration with good articles on personalized learning plans showing how other districts are having success with implementation.on personalized learning plans showing how other

**Lead**

HS Principal &  
Instructional  
Facilitator

	districts are having success with implementation.	
<p><b>Strategy – 2</b></p> <p>Develop comprehensive Framework of Instruction including character, leadership, etc. (see 3.2.1)</p> <p>A. Develop partnerships with colleges/ universities</p> <p>B. Utilize internal and external resources to support college and career preparedness</p> <p>a. Gear-Up</p>	<p>We continue to work with our Framework of Instruction developed several years ago. Principals and teachers are working with the Quantum Learning Keys of Excellence and other curriculum and will be keeping that at the forefront of what we do in classrooms. Linda has worked to continue to develop her relationship with EWC as well as branching out and ensuring that our students are not at a disadvantage from living so far from that campus—she is also working with Gillette College on a number of courses/options for students (while keeping EWC informed of her work).</p>	<p><b>Lead</b></p> <p>Superintendent</p> <p>A. HS Principal</p> <p>B. HS Principal</p>
<p><b>Strategy – 3</b></p> <p>Review and revise district assessment plan</p>	See notes below	<p><b>Lead</b></p> <p>Superintendent</p> <p>Instructional Facilitator</p>
<p><b>Strategy – 4</b></p> <p>Develop WCSD #7's PLP process</p> <p>a. Developing mentoring (students and staff) program that creates support for PLPs</p> <p>b. Develop and implement career and pathway plan</p> <p>c. Develop co-curricular involvement into PLP Plan (social capital)</p> <p>d. Evaluate current assessment and grading practices and adopt most</p>	<p><b>In Progress</b></p> <p>Naviance came on line with all students 6-12 signing in and doing the first lesson. Several students also saw its potential right away and started career searches with a few doing college searches. Each week students will go to the lab and complete another of the 17 lessons. Students can work on this at home, but we want teachers adding their knowledge and discussion ideas to the theme of the lesson.</p> <p>Linda has been working with the CTE teachers to develop their advisory board to begin work on updating our career pathways and then work with the personalized learning planning to build that into the development of personalized learning plans for all students. This</p>	<p><b>Lead</b></p> <p>HS Principal &amp; Elem/MS Principal</p> <p>a. Elem/MS Principal</p> <p>b. HS Principal</p> <p>a. Elem/MS Principal</p>

<p>effective</p> <ul style="list-style-type: none"> <li>e. Review graduation requirements</li> <li>f. Explore programming opportunities</li> <li>g. Review and refine semester assessment</li> <li>h. Develop the review process for PLPs</li> </ul>	<p>work will also impact the graduation requirements, so we anticipate some conversations starting soon about this with teachers, students, parents, and other stakeholders, including the board. We have taken stock of our assessment systems and MS and HS have committed to building in quarterly assessments to replace the BOEs that are no longer required for WDE. This takes the place of (g) in our strategies (we will focus on quarter assessment system versus semester assessment). The district will be held accountable for creating a district assessment system and will be visited in 2017-2018 to review our system. This system will take into account all of our grades (K-12) and our classroom assessment, district assessment, state and national assessments and how we plan to use the data to inform our work.</p>	<ul style="list-style-type: none"> <li>d. Superintendent</li> <li>e. HS Principal &amp; Instructional Facilitator</li> <li>f. Instructional Facilitator</li> <li>g. Instructional Facilitator</li> <li>h. Principals</li> </ul>
<p><b>Strategy – 5</b></p> <p>Implement PLPs</p>	<p><b>Begin with Naviance after training and planning sessions</b></p>	<p><b>Lead</b></p> <p>Principals</p>
<p><b>Strategy – 6</b></p> <p>Review process for PLPs</p>	<p><b>Not Completed</b></p>	<p><b>Lead</b></p> <p>Principals</p>

**Objective 2: Achieve and maintain 100% graduation rate**

**Measure:** Attendance rates, graduation rate

**Strategy – 1**

Identify at-risk indicators K-12

**Strategy – 2**

Identify students in the district that are at-risk

**Strategy – 3**

Identify, acquire and utilize resources to support at-risk students

- a. Research alternative graduation options
- b. Review RTI process

1<sup>st</sup> Semester 2015-16

On August 12, 2015, the mentor program coordinator spent a full day of training with the Big Brother/Big Sister Program out of Laramie, WY. One of the BB/BS coordinators there has continued to share information and support our work on the Bobcat Mentoring Program.

Paperwork has been created for this program. It includes: volunteer application, handbook, parent tips, parent permission/student enrollment form, student/mentor favorites, guidelines, tips for mentors, and the mentor’s role.

Our mentor program was shared at the back to school night, articles were in both county newspapers, it has been shared on Facebook by the PTO, and mentioned at the PTO meetings. We have asked for volunteers through the Chamber of Commerce, the Senior’s Center, and several personal phone calls.

Several students have been referred for the mentoring program. However, without volunteers, we could not go any further in the process.

The feedback given the coordinator about becoming a volunteer has questioned our school based program. Most adults spoken to express concern about meeting with the student during the school day. Due to their work schedule, they cannot be here between 8-4:00. Also mentioned was the once a week requirement. However, all the research supports the once a week commitment. One person was upset about having to sign the application giving permission for the background check. Perhaps the committee needs to look at the design of this program and make some changes; adding in community activities/time and look at pairing with some high school students.

**Lead**

Spec. Ed. Director

<p><b>Strategy – 4</b></p> <p>Collect data from students</p> <ul style="list-style-type: none"> <li>b. Exit survey</li> <li>c. Postgraduate survey</li> <li>d. Student survey</li> </ul>	<p>We are using a service to begin collecting data from exiting seniors as well as post-graduates—we will complete our 2<sup>nd</sup> year this year and data will be shared.</p>	<p><b>Lead</b></p> <p>Spec. Ed. Director &amp; HS Principal</p>