Weston County School District #7

Strategic Plan 2012 – 2016

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"

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		**Lead**
Research PLPs	The first draft of the Quantum Learning section of the PLP was developed and shared with the principals and the superintendent. Since then new materials arrived and previewed by Clark, Summer, and I. Two of the curriculum materials looked promising and may be selected for next year's focus. Input from the teachers and the PLP	HS Principal & Instructional Facilitator

	plan will help finalize the selection following the results of the Super Camp and the teacher work days on March 31 and April 1.	
Strategy – 2 Develop comprehensive Framework of Instruction including character, leadership, etc. (see 3.2.1) A. Develop partnerships with colleges/ universities B. Utilize internal and external resources to support college and career preparedness a. Gear-Up	During the 2012-2013 school year, the district utilized the Tier II Behavior program called "WhyTry" this year. This program is geared for students who need additional support, but it was a vehicle to jumpstart the character and leadership for all students. Perceptual data was collected at the MS/HS level regarding its impact and will be used to move forward. During the summer of 2013, Clark attended the Model Schools Conference and Summer collected information while at the AASA Supt. Academy to begin to build the research base for developing/adopting a Comprehensive Framework of Instruction. In October, Clark and Summer presented the Framework team of teachers, parents, and support staff with a draft to consider. The team reviewed, revised, and finalized a draft (see copy). This draft will guide the work that we do here in Upton. The committee broke into two groups, with each group responsible for two topics. Group one began conversations on the use of Quantum Learning to improve character, learning, and classroom design, as well as conversations about grading and reporting practices. It was determined early that the grading, reporting, and assessment conversations needed to take place, but some of the other elements would take precedence. In Group two, the team conversed mostly about Quad D learning, which is Rigor and Relevance in the classroom as well as starting conversations about collaboration—as with team one, one topic (Quad D) took the focus for the group. The team supported moving forward with Quantum Learning and its focus. The next steps are for the Framework Team to collaborate/connect with the PLP development team and coordinate efforts. In addition, the Framework team will use the Phase I/Phase II model (see copy) to move forward with our work. A. In April 2014, Summer, as part of a Wyoming team, is attending a national college readiness work session with states from all over the US—the goal of the Wyoming team is to learn, bring back ideas/best	**Lead** Superintendent A. HS Principal B. HS Principal

	practice and implement in Wyoming K-12 and higher education institutions. Needs: Develop more concurrent enrollment, dual enrollment opportunities, provide all seniors with at least one online course (paid by district) B. **Not started**	
Strategy – 3 Review and revise district assessment plan	The use of the BOE activities is still in place this year. Conversations with the high school principal have centered on reviewing the semester tests using Webb's Leveling methods to help determine the taxonomy of the questions. In 2014-2015, PLC time will be used to involve the teachers in evaluating their current semester tests. The whole array of testing will need reviewing as the ACT suite disappears and Smarter Balanced testing comes into play. More input and conversations will need to be scheduled. We will be imbedding assessment literacy training throughout PLC/Collaborative Group time next school year for all K-12 staff. Impact from the State assessment system expectations will also drive the changes needed.	**Lead** Instructional Facilitator
Strategy – 4 Develop WCSD #7's PLP process a. Developing mentoring (students and staff) program that creates support for PLPs b. Develop and implement career and pathway plan c. Develop co-curricular involvement into PLP Plan (social capital) d. Evaluate current assessment and grading practices and adopt most effective e. Review graduation requirements	**Sections a, b, c, e, and h: Not Started** d. Discussions regarding assessment and grading practices are being enveloped into the Framework of Instruction Team for goals 1 & 3. f. Discussions were held with the high school principal, one of the math teachers, and the I.F. concerning the possibilities for improved math performance. Two main ideas sifted out that involved either teaching all 8th graders Algebra – which has a wide range of consequences – or splitting the 8th grade and using different teachers to teach each section. Supports for each of the plans were explored as a way to ensure math growth at all levels. Teaching Calculus at the high school level was also inspected to see if that was a plan worthy of continuing. A meeting is also in the works to refine the math curriculum, evaluate the texts for common core compliance, and improve the assessments at each level. Other conversations regarding	**Lead** HS Principal & Elem/MS Principal a. Elem/MS Principal b. HS Principal a. Elem/MS Principal d. Superintendent

f. Explore programming opportunities g. Review and refine semester assessment h. Develop the review process for PLPs	other programming opportunities have been started, but not completed. One such need is to complete a program evaluation of all of the career and technical education areas. g. Semester tests have been occurring for three semesters and the building principals collect them. It has been determined through the review of these assessments, as well as other assessment practices, that assessment literacy training will need to be a focus of the 2014-2015 school year in order to move forward with PLP design, whole child framework implementation, and achievement improvements.	e. HS Principal & Instructional Facilitator f. Instructional Facilitator g. Instructional Facilitator h. Principals
Strategy – 5 Implement PLPs	**Not Started**	**Lead** Principals
Strategy – 6 Review process for PLPs	**Not Started**	**Lead** Principals

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	The district put together a team of teachers and support staff to research the indicators which define an at-risk student. Members of the team included the special education director, three resource room teachers, a speech pathologist, an occupational therapist, Title I teacher, and two paraprofessionals. The team looked at indicators from other schools as well as finding online material. Revisions to the matrix were made using information from the Under-Resourced Learners. Once the team had the matrix complete they put out a pilot. The team randomly selected 5 students from grades: 1,3,5,7, and 9 to validate the instrument. We asked the teachers of the randomly selected students to fill out the matrix. The team came back and made changes to make it a more workable instrument for teachers. The team selected 3 students, one elementary, one middle school and one high school student and found adult mentors for them. Each mentor has been asked to build a positive relationship with the student. At the beginning of the second semester the team held a meeting with all staff to explain the identification matrix and made it available on line for their use. Several questions were addressed and discussion was held on characteristics of an at-risk child compared to a special education student. It was stressed that we still need to go through a Building Intervention Team (BIT) to begin identification of a SPED student. If teachers believe they have an at risk student they will fill out the survey. The team will then have the student's other teachers do the same. If the student appears at-risk the student will be assigned an adult and/or a student mentor as well as teacher's being given strategies to help the student. Our district's counselors have	**Lead** Spec. Ed. Director

	also agreed to be part of this process. When a student is identified our counselors will notify the student's parents and discuss ways in which the school can work with the family in helping the student be successful. The next step is to implement strategies and interventions to help the student in the classroom. Interventions are based on research of best practice that aligns with specific concern areas identified by the staff in the ID matrix. We've looked at and already shared several interventions from "Research-Based Strategies" by Ruby Payne. The team will also work on developing a follow-up for those students who are identified to measure progress/effectiveness of the interventions and support. The team has also discussed building a more comprehensive network of supports to call on when student needs are identified (i.e. DFS, Mental Health Support, Wyoming Eligibility System, Kid Care, other social services, food bank, etc.)	
Strategy – 4 Collect data from students b. Exit survey c. Postgraduate survey d. Student survey	**Not Started**	**Lead** Spec. Ed. Director & HS Principal

Goal 2: Ensure Effective and Efficient Operations

Objective 1: Identify, prioritize, and implement a budgeting process that supports the strategic plan

Measure: Annual review by the strategic planning committee

Strategy – 1 Superintendent implements program budgeting model **Strategy – 2** Identify district strategic plan priorities **Strategy – 3** Attach and adjust funding to the prioritized needs **Strategy – 4** Program managers complete their budgets **Strategy – 5** Collect stakeholder input **Strategy – 6** Present plan to the board for approval **Strategy – 7** Implement the budget **Strategy – 8** Review of strategic plan to reprioritize the new budget	In December 2012, Dr. Stephens began explaining the specifics of the new program budgeting model. One of the biggest concerns was the building administrators not being aware of how much of the funding was allocated and spent. The program budgeting model allows for all pertinent parties, including stakeholders, to have a working idea of how money is budgeted within the district. In the early spring, all budget heads (i.e. principals, directors, IF) were given the projected allotment of funds for 2013-2014. They were charged with building a budget team for their program areas. One big step was to review past budgets and understand more about how all of the funds were allocated. Each program head held budget team meetings in their buildings to discuss how the funds would be projected to be allocated in 2013-2014. This budget then was shared back with the business manager and the superintendent. The leadership team worked together to do the first round of prioritization for the strategic planning initiatives. These initiatives were driven by the level of concern that was raised about each during the district-wide strategic planning process. In the future, the district team will reconvene to readdress priorities, which may cause shifts in funding in future budget years. Entering the 2013-2014 school year, budgets were fairly similar to previous years, but were subject to review and adjustment as needs from the Strategic Action Plan arose. As identified in a previous strategy, the program managers (or heads) were able to spend time familiarizing themselves with how the district funds have been allocated and spent in the previous school years, leading them to take different approaches to working with staff	Superintendent • Strategic Planning Team

	for purchasing for the 2013-2014 school year.
	Each budget team leader met with a team of stakeholders as part of the budgeting process. For example, the elementary teachers were included in a meeting regarding the elementary budget. Some coaches and sponsors were involved with the HS principals and AD to determine the activities priorities. The administrators worked with the superintendent on the central office budget. Other budget managers worked with stakeholders PRIOR to finalizing the requests.
	IN THE FUTURE, other stakeholders will be involved in the process AFTER the budget teams have met and BEFORE the board is presented the new budget. This allows for transparency and for buy-in from other stakeholders.
	Budgets were presented to the Board of Trustees in July for approval. All budget heads (or managers) are responsible for approving and coding all purchases to eliminate the potential for unapproved spending/overspending, etc. Program managers receive monthly expense reports for them to monitor spending/adjust as necessary/plan for the future.
	We have begun the initial budget conversations for 2014-2015. In March the district Strategic Planning Team will come together to review progress on goals and will then re-prioritize the needs based on the outcomes of the year. At that time, the superintendent will review the priorities and reallocate funds for the next school year as needed. In addition, salaries and benefits continue to be the majority of the district budget each year.

Objective 2: Identify, prioritize, and improve resources for:
>   **A. Communication**
>   **B. Facilities**
>   **C. Technology**

Measure: Annual review by the Strategic Planning Team, comprehensive plans in all three areas

Strategy – 1	a. Communications	Lead

Evaluate current condition of resources and practices
 	
a. Communications
b. Facilities
c. Technology
 	
Strategy – 2
 	
Plans are developed to improve the areas listed
 	
Strategy – 3
 	
The Strategic Planning Team reviews plans and prioritization of initiatives
Strategy – 4
Implement the plan
Strategy – 5
Monitor and adjust the plan
	At the end of October, the district action plan team for Communication met to establish current realities, plan data collection, and began to build the district's communication plan. In the winter months, staff worked to develop a stakeholder survey and also met to review information on elements of an effective communications plan. The communication survey is being administered and pushed out this week. The district's goals at this time for the communication plan will be to:
	1) Improve delivery of news and positive messages to families, staff, and community (external communication)
	    a.Results of the stakeholder survey will assist in the development of this area of the plan.
	    b. Utilize current technologies to increase awareness of school activities/events/honors (Facebook, New Webpage, Connect5)
	2) Build the capacity among school and central office staff to improve communication (internal communication)
	    a. Increased training
	    b. Protocols and expectations regarding internal communications
	b. Facilities
	  The current reality of facility planning is that the process to develop a long-range facility plan has not been in place for a number of year. Due to this, the budgeting of major maintenance has been haphazard and a year to year situation. In order to maximize our own funds as well as secure future SFD funds for project, we must develop a long-range facility plan. This past summer, we underwent a large-scale lighting upgrade in the elementary/MS and the Nelson Building (approx.. $200,000). We have a number of upcoming projects as well that will become part of the plan. The superintendent has been working with Ridgepoint Consulting to plan for a water mediation plan for the elementary building. This is a pressing need. In addition, the district was funded to replace the elementary parking lot (front and rear) as well as add a bus loop and reconfigure the parent drop-off loop—construction will occur summer 2015.
		Superintendent
		Admin Team
		
		Tech Director
		Tech Committee

The need to produce this plan becomes increasingly evident as budgets get tighter and our buildings age. We have hired TSP out of Sheridan to assist us in developing a long-range facility plan, in conjunction with working with the School Facilities Department. Our initial steps have been to identify needs and desires for our facilities, articulate specifics into a plan, and then work with TSP to identify the most effective and efficient solutions as well as funding sources from which those solutions will come. The Head of Maintenance will be intricately involved in the process.

c. Technology

The district has a "paper" technology plan that has many functioning parts. Current reality is that the plan was developed and implemented in some capacity, but was in effect an exercise for e-Rate funding. We did spend funds to bury the fiber that connects the HS to the Nelson building and provides internet access to the Nelson and the Elementary/MS. In addition, the state upgraded higher speed bandwidth to our district, moving from 3 MB to 50 MB over the winter break. Connectivity is now faster and supports more of the work our staff and students need to do.

In February, the district Technology Team met to begin updating the plan, including the areas of Infrastructure & Staffing, Student skills/achievement, and teacher skills/use in teaching. In addition, we discussed how we could establish a technology and learning vision that look at how to hold students, staff, administrators, and community accountable for support of our work would look.

Objective 3: Develop, implement, and maintain a guaranteed and viable curriculum

Measure: Annual review by curriculum committee, curriculum guide

Strategy – 1 Gather and share information on the common core and our current curriculum **Strategy – 2** Do a crosswalk of the standards and develop a viable curriculum per the determined cycle	We first established a curriculum review and materials adoption schedule that officially plans for a full review of curriculum prior to reviewing new materials (see cycle). During the 2012-2013 school year, the K-12 English/Language Arts teachers completed a crosswalk between existing district expectations and the state standards. The teachers engaged in conversations and collaboration to develop local standards, objectives and content for the subject area. During the 2013-2014 school year, staff is implementing the new curriculum guides and are creating pacing maps to use in the future. MS/HS Math will work later this month and complete a 6-12 curriculum map for math prior to the end of the school year. As a priority next school year, we will complete an alignment K-12. K-12 Technology and Media will work this summer to establish new curriculum guides and expectations based on current research and expectations of ISTE. Subject areas of science, social studies, vocational programs, and PE/Health had anticipated to work on establishing local curriculum guides but will wait until state standard revisions are adopted by the state board of education.	**Lead** Superintendent
Strategy – 3 Syllabi for every class and/or subject area are developed using the new curriculum a. Determine components that need to be on syllabi b. Review by principal **c.** Share	a. Following up on the October report, an outline for the elements of the syllabi was given to the teachers to use as a guide. Many of the teachers already had this done and only had to polish up what they had. Teachers have turned their syllabi for each of their classes in to the principal. Syllabi were shared with the students to give them an overview of the class. The plan is to extend this plan down for grades K-8 so the disciplines covered have clear expectations with well understood grading, assessment, and instructional practices.	**Lead** Instructional Facilitator

Strategy – 4 Revised curriculum is implemented per the determined cycle **Strategy – 5** Curriculum materials reviewed and revised as necessary **Strategy – 6** Curriculum is reviewed and adjusted	See notes above—this is a critical component of the Required Actions from our AdvancED Review in the fall of 2012. The cycle is adjusted based on standards adoptions, needs of the district. The key is to underscore that curriculum materials will be reviewed AFTER the review of standards and establishing of curriculum guides. New materials will only be purchased as necessary based on a comprehensive materials review and a gap established between curriculum guides and current materials. Coordination with the technology plan and student technology tools availability will also be considered.	

Objective 4: Identify, prioritize, and implement a professional development plan that supports the strategic plan

Measure: Annual review by curriculum committee

Strategy – 1 Staff is surveyed on their professional development needs **Strategy – 2** Professional development needs are determined by district initiatives **Strategy – 3** Needs are reviewed and prioritized **Strategy – 4** A PD plan is developed and shared with all staff a. Internal Professional Development process b. External Professional Development process **Strategy – 5** Plan is implemented **Strategy – 6** Plan is monitored and adjusted as necessary	1. Members of the PD team were given surveys of items to be included in developing our development needs. Based on their input a survey was made on Survey Monkey and has been piloted by some of the members. After completion of our Mar.31, Apr. 1 workshop with Quantum Learning, the survey will go out to teachers to get their input to drive next year's PD. 2. Quantum Learning is our current focus for our in-service days. We provided all our students 6-12 with two days of Super Camp with QL personnel. That will be followed up with two more days with the teachers on Mar. 31 and April 1. Results of the evaluations from Super Camp will be coming back from the QL office as soon as they are tallied. **Sections 3 through 6 Not Started**

Goal 3: Strengthen Our Positive Culture

Objective 1: Emphasize our accomplishments; celebrate our successes

Measure:

		Lead
Strategy – 1 Inventory of methods of recognition and evaluate effectiveness a. Students b. Staff c. Community	Early in the school year, the K-8 members of the team met and developed a schedule of recognizing the students of the month for the building based on the values tied to the strategic plan. The committee has waited to take further action until the Framework of Instruction committee work concluded to ensure that the celebrations focused on the elements of Whole Child teaching and learning were emphasized. Now that the Quantum Learning model has begun to be implemented the "Celebration Committee" will build off of the QL tenet of "If it is worth learning, it is worth celebrating."	**Lead** Elem/MS Principal • PTO • Booster Club
Strategy –2 Research effective recognition methods	**Not Started**	**Lead** Elem/MS Principal
Strategy – 3 Share data with the communication team	**Not Started**	**Lead** Elem/MS Principal
Strategy – 4 Establish and implement recognition activities	**Not Started**	**Lead** Elem/MS Principal

Objective 2: Implement a framework that develops the whole person		
Measure:		
Strategy – 1 Research models that develop the whole person (See 1.1.2) **Strategy – 2** Select model and educate community **Strategy – 3** Develop and implement the model	**See Goal 1.1.2**	**Lead** Superintendent

Objective 3: Create stronger engagement, involvement, and collaboration

Measure:

Strategy – 1	Activity Type	Begin Date	End Date	Resources Assigned	Source Of Funding	Lead
Collect data to determine what currently exists and what the district needs		08/13				Superintendent
Strategy – 2	Activity Type	Begin Date	End Date	Resources Assigned	Source Of Funding	Lead
Determine next steps		01/14				Superintendent

Objective 4: Maintain a safe and healthy environment

Measure:

Strategy – 1		Lead
Gather data to see where district currently is and what it needs a. Safety b. Health – student and staff **Strategy – 2** Research best practices **Strategy – 3** Develop and implement plan a. Safety b. Health	In the spring of 2013, we underwent a security audit conducted by the Weston County Sherriff's office. Results of that audit are being considered in our plan. In the spring of 2014 or fall of 2014, the district will review current health and safety concerns of the district's stakeholders. The state is completing a comprehensive review of schools' safety and crisis plans and will be making recommendations to districts. Immediate considerations and changes are to install cameras into the busses (per legislation) and to install keyless entry systems to the building, better controlling who has access to the buildings. In addition, Dr. Stephens will work with the health staff to provide additional supports for staff and students (including the addition of the health emergency plans to the crisis management guide). One such support will be to train all staff in first aid/CPR with our own local certified CPR trainers. We now have to certified trainers. In addition, we are going to be getting UHF radios for the vehicles and the buildings per our Crisis Team conversations with law enforcement and fire/rescue in the spring. Finally, we will be reconvening a standing Wellness Committee to review our current	Superintendent

	policy and to work to develop most effective practices for health/nutrition, and other wellness issues.	