

# Weston County School District #7

## Strategic Plan 2012 – 2016 (Year Two 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)

<b>Strategy – 1</b>	The PLP team researched a number of different types of plans, including career-based plans, personalized learning online, etc. For	<b>Lead</b> HS Principal &
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<p>Research PLPs</p>	<p>the construct of this goal in this plan, the focus would be on developing students' strengths and future stories using academics, career readiness, and citizenship.</p>	<p>Instructional Facilitator</p>
<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>During the 2014-2015 school year, the elementary, MS, and HS all implemented the 8 Keys of Excellence curriculums with students and the Quantum Learner and Quantum Self curriculums at the MS (the latter two were extensions of the mini supercamps that were held in 2014-2015 with all MS and HS students). The teacher walk-through expectations were tied to the 5 Tenets of Quantum Learning, and we will make some adjustments for next year to give better feedback to staff about the implementation of Quantum Learning Teaching.</p> <p>Dr. Stephens continues to be part of the Complete College Wyoming team and has worked on a College and Career Readiness definition for the state. It continues to be circulated among schools, colleges, and the legislature and will be developed more for use by all entities. We continue to look for ways to support our students who want to take college-level coursework and will keep that a priority in the coming year.</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>	<p>All K-12 staff had an opportunity for comprehensive assessment training during the first semester. High school staff continued to work on developing their quarterly assessments—more work will continue with this in 2015-2016. The district assessment system will be a focus of our work in 2015-2016 to comply with legislation but primarily to provide the best system to promote student growth academically. The high school will shift to the ACT Aspire for the 2015-2016 school year, so we will learn more about the data that can be gleaned from that assessment and we will look for ways to incorporate assessment data</p>	<p><b>Lead</b></p> <p>Instructional Facilitator</p> <p>Administrative Team</p>

	into the PLP.	
<p><b>Strategy – 4</b></p> <p>Develop WCSD #7's PLP process</p> <ol style="list-style-type: none"> <li>a. Developing mentoring (students and staff) program that creates support for PLPs</li> <li>b. Develop and implement career and pathway plan</li> <li>c. Develop co-curricular involvement into PLP Plan (social capital)</li> <li>d. Evaluate current assessment and grading practices and adopt most effective</li> <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> </ol>	<p>In general, the PLP team has agreed on some of the basic needs of a good learning plan to get students college-and-career ready. The team designed a framework and then matched it with a software package that addresses all the areas that have been discussed, including a curriculum that delivers the core of personalized learning and preparation for grades 6-12. The administrators were part of a demo of the product and it seemed very comprehensive of the elements we all feel our students need in order to be more responsible and prepared for the future. Next year we will:</p> <ul style="list-style-type: none"> <li>Get advocates (teachers serving as mentors to groups of students) on board with the elements of Naviance</li> <li>Solve the logistic problems of when, who, and where we will have our sessions</li> <li>Survey students as soon as possible to discover their interests and skills</li> <li>Use Naviance to store all the data items appropriate for each grade</li> <li>Use the lessons in the program along with some discussion session</li> </ul> <ul style="list-style-type: none"> <li>● Move forward with our conversations regarding grading and reporting.</li> </ul>	<p><b>Lead</b></p> <p>HS Principal &amp; Elem/MS Principal</p> <ol style="list-style-type: none"> <li>a. Elem/MS Principal</li> <li>b. HS Principal</li> <li>a. Elem/MS Principal</li> <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> </ol>

	<ul style="list-style-type: none"> <li>Continue to develop assessments, shifting from semester assessments to quarterly assessments to support our comprehensive assessment system</li> </ul>	
<b>Strategy – 5 and Strategy - 6</b> Implement PLPs and Review Process	<b>2015-2016</b>	<b>Lead</b> Principals IF
<b>Objective 2: Achieve and maintain 100% graduation rate</b>		
<b>Measure:</b> Attendance rates, graduation rate		

<p><b>Strategy – 1</b></p> <p>Identify at-risk indicators K-12</p> <p><b>Strategy – 2</b></p> <p>Identify students in the district that are at-risk</p> <p><b>Strategy – 3</b></p> <p>Identify, acquire and utilize resources to support at-risk students</p> <p>a. Research alternative graduation options</p> <p>b. Review RTI process</p>	<p>The at-risk team reviewed our identification tool and the three students we mentored last spring. The team felt one student/mentor was a success, the other two were not. Teachers recommended students using the identification tool and the team gave the teacher strategies to try. As the year went on, the team felt the most important piece of the at-risk plan would be a good mentoring program with training for the mentors. The superintendent gave the committee funds and we hired a program coordinator to oversee a mentoring program. We put together a Community resource guide for Upton and all of Weston County for parents. We are making it available to all teachers and counselors so if they hear or see any community members needing help they can give them organizations or numbers to call. The guide includes: programs within our school and who to contact, community /family services, health/medical services, counseling/support services, financial assistance, law enforcement, and churches. An extensive, ever-changing list has been compiled.</p> <p>Once we decided to go with a “Bobcat Mentoring” program we established a mission and goal/objectives. The next step of the committee was to make a diagnostic survey tool to get input on how we wanted to go about our mentoring program. After a good discussion it was decided to get adult volunteers from the community to do one on one mentoring and to keep it school based. The program coordinator went to the May School Board Meeting to get board</p>	<p><b>Lead</b></p> <p>Spec. Ed. Director</p>
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	<p>approval of the program. Next fall we will promote the program in the newspaper and school website. We'll then screen applicants and train the volunteers. They will have to be fingerprinted and have a background search done. We plan on going small the first year to iron out any issues that may arise (approximately 6-9 mentors/students). The students and mentors will meet once a week at the school and several activities will be planned throughout the year. The main focus will be academics and social skills.</p> <p>One last thing we've been looking at is more training for the coordinator. We plan on sending her for more training the first part of August.</p> <p>In addition, the BIT teams were revitalized and utilized more to identify students early for intervention. These teams are led by the building principals who will continue to work with staff to provide effective interventions prior to students being referred to special education.</p>	
<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>The school district selected a service to collect specific student data from graduating seniors to post-grads 1 and 5 years after graduation in order to provide us with information regarding our programs and preparation of students for the world outside of high school. This data was collected this spring for the first time and will be used by the HS to make programmatic adjustments, etc.</p> <p>In addition, the seniors all participated in a pilot endeavor of an exit interview, conducted by administrators and teachers. During</p>	<p><b>Lead</b></p> <p>Spec. Ed. Director &amp; HS Principal</p>

	<p>these interviews, students were asked about their satisfaction with programs/opportunities and asked about their own development and strengths/areas for improvement. This authentic data will also be used to look at offerings and opportunities we provide students and will make an impact across MS/HS most likely.</p>	
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**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

<p><b>Strategy – 1</b> Superintendent implements program budgeting model</p> <p><b>Strategy – 2</b> Identify district strategic plan priorities</p> <p><b>Strategy – 3</b> Attach and adjust funding to the prioritized needs</p> <p><b>Strategy – 4</b> Program managers complete their budgets</p> <p><b>Strategy – 5</b> Collect stakeholder input</p> <p><b>Strategy – 6</b> Present plan to the board for approval</p> <p><b>Strategy – 7</b> Implement the budget</p> <p><b>Strategy – 8</b> Review of strategic plan to reprioritize the new budget</p>	<p>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.</p> <p>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.</p>	<p>Superintendent</p> <ul style="list-style-type: none"><li>• Strategic Planning Team</li></ul>
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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 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 are 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 are finalizing the budget for the 2015-2016 school year. 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

	<p>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.</p>	
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**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

<p><b>Strategy – 1</b></p> <p>Evaluate current condition of resources and practices</p> <ul style="list-style-type: none"> <li>a. Communications</li> <li>b. Facilities</li> <li>c. Technology</li> </ul> <p><b>Strategy – 2</b></p> <p>Plans are developed to improve the areas listed</p> <p><b>Strategy – 3</b></p> <p>The Strategic Planning Team reviews plans and prioritization of initiatives</p> <p><b>Strategy – 4</b></p> <p>Implement the plan</p> <p><b>Strategy – 5</b></p> <p>Monitor and adjust the plan</p>	<p>The elements within this area of the plan were not fully developed during this school year as we attempted to create a narrower focus for the work of the staff. The goal is to increase the focus on this area of the plan for the 2015-2016 school year.</p> <p><b>a. Communications</b></p> <p>The district’s goals at this time for the communication plan will be to:</p> <ol style="list-style-type: none"> <li>1) Improve delivery of news and positive messages to families, staff, and community (external communication)</li> <li>2) Build the capacity among school and central office staff to improve communication (internal communication) <ul style="list-style-type: none"> <li>a. Increased training</li> <li>b. Protocols and expectations regarding internal communications</li> <li>c. Review protocols and establish policies for staff websites and use of social media.</li> </ul> </li> </ol> <p><b>b. Facilities</b></p> <p>We spent the past year establishing the district long range facility plan. We identified several projects to submit for component level project funding. We installed keyless entry systems at both buildings and have the parking lot project underway at the elementary.</p> <p>The need to produce this plan becomes increasingly evident as budgets get tighter and our buildings age.</p> <p><b>c. Technology</b></p> <p>In the spring, the district Technology Team met to begin updating the plan, including the areas of Infrastructure &amp; 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. We have established</p>	<p><b>Lead</b></p> <p>Superintendent Admin Team</p> <p>Tech Director Tech Committee</p>
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	<p>key leadership to move the team forward in our considerations for next fall and beyond, including professional development and tech implementation.</p>	
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<b>Objective 3: Develop, implement, and maintain a guaranteed and viable curriculum</b>		
<b>Measure:</b> Annual review by curriculum committee, curriculum guide		
<p><b>Strategy – 1</b></p> <p>Gather and share information on the common core and our current curriculum</p> <p><b>Strategy – 2</b></p> <p>Do a crosswalk of the standards and develop a viable curriculum per the determined cycle</p>	<p>The focus of the 2014-2015 school year has been on establishing curriculum guides in 6-12 social studies and implementation of the established English/Language Arts/Reading, Math, and technology maps. Over the summer and into the fall, the social studies and PE/Health curriculum guides will be completed in 2016-2017 along with World Language. All established guides will continue to be developed and strengthened to be rigorous and relevant for students.</p>	<p><b>Lead</b></p> <p>Superintendent</p>
<p><b>Strategy – 3</b></p> <p>Syllabi for every class and/or subject area are developed using the new curriculum</p> <p>a. Determine components that need to be on syllabi</p> <p>b. Review by principal</p> <p>c. Share</p>	<p>a. Continued review and development will take place in 2015-2016.</p>	<p><b>Lead</b></p> <p>Instructional Facilitator</p>

<p><b>Strategy – 4</b> Revised curriculum is implemented per the determined cycle</p> <p><b>Strategy – 5</b>  Curriculum materials reviewed and revised as necessary</p> <p><b>Strategy – 6</b>  Curriculum is reviewed and adjusted</p>	<p>Curriculum Cycle is established. The curriculum cycle is a key component of the Wyoming Accountability in Education Act and will be monitored as part of the school improvement visits.</p>	
<p><b>Objective 4: Identify, prioritize, and implement a professional development plan that supports the strategic plan</b></p>		
<p><b>Measure:</b> Annual review by curriculum committee</p>		

<p><b>Strategy – 1</b> Staff is surveyed on their professional development needs</p> <p><b>Strategy – 2</b> Professional development needs are determined by district initiatives</p> <p><b>Strategy – 3</b> Needs are reviewed and prioritized</p> <p><b>Strategy – 4</b> A PD plan is developed and shared with all staff</p> <ul style="list-style-type: none"> <li>a. Internal Professional Development process</li> <li>b. External Professional Development process</li> </ul> <p><b>Strategy – 5</b> Plan is implemented</p> <p><b>Strategy – 6</b> Plan is monitored and adjusted as necessary</p>	<ol style="list-style-type: none"> <li>1. Staff was given a survey to identify the key areas of need from the K-12 staff. In addition, the administrative team identified areas of the instructional model that were strengths and that were areas for growth.</li> <li>2. In addition, we will continue to assess the needs of the building based on student achievement data and school improvement goals.</li> </ol>	
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**Goal 3: Strengthen Our Positive Culture**

**Objective 1: Emphasize our accomplishments; celebrate our successes**

**Measure:**

<p><b>Strategy – 1</b></p> <p>Inventory of methods of recognition and evaluate effectiveness</p> <p>a. Students b. Staff c. Community</p>	<p>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.” Students are now recognized for their achievements in the 8 Keys.</p>	<p><b>Lead</b></p> <p>Elem/MS Principal</p> <ul style="list-style-type: none"> <li>● PTO</li> <li>● Booster Club</li> </ul>
<p><b>Strategy –2</b></p> <p>Research effective recognition methods</p>	<p><b>Not Started</b></p>	<p><b>Lead</b></p> <p>Elem/MS Principal</p>
<p><b>Strategy – 3</b></p> <p>Share data with the communication team</p>	<p><b>Not Started</b></p>	<p><b>Lead</b></p> <p>Elem/MS Principal</p>
<p><b>Strategy – 4</b></p> <p>Establish and implement recognition activities</p>	<p><b>Not Started</b></p>	<p><b>Lead</b></p> <p>Elem/MS</p>

		Principal
<b>Objective 2: Implement a framework that develops the whole person</b>		
<b>Measure:</b>		
<p><b>Strategy – 1</b></p> <p>Research models that develop the whole person (See 1.1.2)</p> <p><b>Strategy – 2</b></p> <p>Select model and educate community</p> <p><b>Strategy – 3</b></p> <p>Develop and implement the model</p>	<p><b>See Goal 1.1.2</b></p> <p>We are exploring how we can take the 8 Keys out into the community to have posted and have patrons and businesses understand the 8 Keys and hold our students accountable for living above the line. Christie McKee from Quantum Learning joined a Chamber of Commerce meeting in May to provide initial conversation to the businesses of Upton regarding this idea.</p>	<p><b>Lead</b></p> <p>Superintendent</p>

<b>Objective 3: Create stronger engagement, involvement, and collaboration</b>		
<b>Measure:</b>		
<b>Strategy – 1</b> Collect data to determine what currently exists and what the district needs	During late start Wednesdays during 2014-2015, we utilized the time for a number of things. One specific training was for Assessment Literacy. In addition, buildings worked with their grade band learning teams and subject areas worked together. We will be renewing our commitment to PLCs and returning a focus to the big questions of a PLC: 1) What do we want students to know and be able to do, 2) How do we know if they know it, 3) What do we do if they do, 4) What do we do if they don't. We have a number of staff planning to attend the PLC conference in Sheridan at the end of July.	<b>Lead</b> Superintendent
<b>Strategy – 2</b> Determine next steps		<b>Lead</b> Superintendent
<b>Objective 4: Maintain a safe and healthy environment</b>		
<b>Measure:</b>		

<p><b>Strategy – 1</b></p> <p>Gather data to see where district currently is and what it needs</p> <ul style="list-style-type: none"> <li>a. Safety</li> <li>b. Health – student and staff</li> </ul> <p><b>Strategy – 2</b></p> <p>Research best practices</p> <p><b>Strategy – 3</b></p> <p>Develop and implement plan</p> <ul style="list-style-type: none"> <li>a. Safety</li> <li>b. Health</li> </ul>	<p>This area was also not a priority for the 2014-2015 school year. In 2015-2016 we will return focus to these areas.</p> <p>We did receive Homeland Security funds to support our keyless entry project and will receive additional handheld radios from them as well to increase communication and safety. A safety audit has been conducted in both buildings by the School Facilities Department. Results have not yet been shared with the district. One additional element of our work is to continue to train staff to keep doors shut and locked.</p> <p>As a result of our recent School Lunch Program audit, we will need to return focus to our district wellness policy as well. In the fall, we will reconvene the wellness committee to review results of an audit, the NSLP audit, and to look for innovative ways to continue to improve the health and well-being of our students and staff. We will also consider specific strategies to improve our staff wellness in an effort to limit use of annual leave for sickness and to improve our status with our insurance carrier.</p>	<p><b>Lead</b></p> <p>Superintendent</p>
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