

Strategic Plan – 2011-2014

Building the Future to Address Title I-A Schoolwide Schools

Washakie County School District #1 Board of Trustees

David Nicholas, Superintendent

Central Office Administration Building

1900 Howell Avenue

Worland, WY 82401

Updated: School Year 2010-2011

...Highly Qualified Teacher

Strategies to attract high-quality, highly-qualified teachers to high-need schools...

Hiring Highly Qualified Teachers

The following procedures are used in filling all certified vacancies in the district:

1. All vacancies are listed with the business office.
2. All vacancies are opened to qualified personnel within the district.
3. All vacancies are then advertised outside the district.
4. The superintendent's office is responsible for the advertising of all vacancies. It is recommended that the vacancies be listed in:
 - Regional University's Career Services accessed through the Internet
 - News media: locally, within the state, and in surrounding states
 - Wyoming Job Service
 - Teachers to Teachers Recruitment Services
 - Job Fairs
 - Wyoming School Boards Association Recruitment Services
5. All applications and supportive materials are sent to the business office.
6. The administrator who has the vacancy is responsible for screening of all applications and scheduling interviews with those deemed to be the best candidates. It is recommended that references be called prior to the interview.
7. Formal interviews are conducted for all teaching vacancies using the team approach as follows: Elementary—elementary principals and staff; Middle School—middle school, high school principals, and staff; High School—high school, middle school principals, and staff; Special Education—special education director and those administrators involved in the specific vacancy level; Administrator—all administrators. Each administrator should have specific questions to ask the candidate.
8. The building administrator makes his/her recommendation to the superintendent for approval.
9. Upon approval by the superintendent, verification of past teaching experience is requested.
10. The superintendent submits the applicant's name to the Washakie County School District No. 1 Board of Trustees for Board approval.
11. Positions that become available during the course of the school year are filled on a temporary basis for the remainder of that school year. The position is advertised at the appropriate time for the following school year.

...Comprehensive Needs Assessment

Strategies to glean information regarding student academic performance...

A variety of resources contributes to a Comprehensive Needs Assessment.

The school/district collects information that contribute to a Comprehensive Needs Assessment:

- 1) Teacher Climate, Instructional, and Organizational/Administration Survey
- 2) Support Staff Climate, Instructional, and Organizational/Administration Survey
- 3) Student Climate, Instructional, and Organizational/Administration Survey
- 4) Parent Climate, Instructional, and Organizational/Administration Survey
- 5) Professional Development Needs Assessment
- 6) School Improvement Plans, including Analysis of Student Assessment Data (PAWS, MAP, DIBELS, and BOE Standards Data – Aggregated and Disaggregated)
- 7) Technology Survey
- 8) Title I-A Parent Meetings (requesting input)

...Coordination of Programs with the Community

Strategies to coordinate with community programs/agencies and integrate into school improvement...

A variety of resources are available.

The district administration and elementary school counselors are active participants as members of the Washakie County Human Resource Council and the Youth Alternatives Advisory Council, which includes community members involved in business, education, law enforcement, judicial, social services, health services, corrections, mental health, clergy, parents, and students, as needed. Members of the councils include the following community agencies:

Washakie County Public Health	Washakie County Sheriff	Tobacco Use Prevention Resource
Big Brothers Big Sisters	Department of Family Services	Childrens Resource Center
Washakie County School District #1	Washakie County Youth Alternatives	UW Opportunity Center
Washakie County School District #2	Cloud Peak Mental Health	Homeland Security
Head Start	DARE and School Resource Officer	Emergency Management Victims Advocate
American Red Cross	Washakie County Extension Educator	Worland Youth Learning Center
Wyoming Boys School	City of Worland	Early Start

The councils meet monthly to discuss ideas/issues and disseminate information, to follow up on current programs in place throughout the Worland community, and to support the following community-wide goals:

1. To provide families with the necessary strengths to fulfill their goal of guiding, disciplining;
2. To provide young children with prevention strategies and activities that will increase the protective factors in their lives and reduce the impact of risk factors; and
3. To provide intervention services at the first sign of youth involvement in criminal activity by providing an appropriate response to the needs of each juvenile offender and protecting the public from the most serious and chronic juvenile offenders.

As a Title I school parent and community involvement extends into community resources and programs. The academic focus of the school includes reading, writing, and math. Throughout the school improvement plan each goal addresses an intervention to target all students. Additional interventions target students who are at risk. Community programs and agencies are resources for staff to reference to prepare students "to be ready to learn" or reinforce student learning, such as students participating in Boys Club/Girls Club activities with reinforcement and application. In addition, information from the 2009 school district climate survey is used decisions to reinforce parent and community involvement.

...Coordination of Programs with the District

Strategies to coordinate with district programs and integrate into school improvement...

Collaboration with school/district personnel impacts the entire district.

The school Building Leadership Team (BLT) guides the staff through the school improvement process, an established protocol implemented throughout the district, by providing direction for analyzing student performance data (and trend data), examining climate survey results, and researching appropriate interventions. Using a triangulation of data from MAP, PAWS, DIBELS, and/or BOE district assessments, the school develops action steps to target students in need. Under the guidance of the district administration the BLT requests professional development opportunities for the school to train all staff to meet the needs for implementation of an effective school improvement plan after extended research of appropriate, effective, and scientifically research-based interventions. Resources and materials are provided to the school to target interventions specific student needs and supplement effective instructional strategies. The district coordinates activities to ensure comparability across the buildings regarding staff assignments, resources, and consistency in sustaining the established curriculum. Throughout the district, grade level teachers collaborate and identify teaching strategies for effective learning to take place in the classroom.

...Coordination with Other Federal Programs

Strategies to coordinate with federal programs and integrate into school improvement...

Collaboration with school/district personnel impacts the entire district.

Standards-based instruction is used throughout the district; the school effectively collaborates with staff to effectively target all students to meet the NCLB requirements in meeting state/district standards. The focus of the school is to establish effective Balanced Literacy (reading/writing) and problem solving in mathematics programs. The district ensures equal opportunity for all students to receive quality instruction from highly qualified and trained/experienced staff. The school works closely with special education (IDEA) and ELL staff to provide support and accommodations for all students who require supplemental services.

Perkins is not appropriate at the elementary level.

...Transition Plans from Early Childhood

A plan for assisting preschool children in the transition from early childhood education programs...

Collaboration with early education programs affects an effective transition.

Transition to Kindergarten

- Community preschool sources are contacted by the kindergarten teachers.
 - East Side: Cindy Huhnke, Kim Wise, and Sarah Bishop
 - South Side: Brittany Tidemann, Emma Christoffersen, and Sally Miller
 - West Side: Deb Winkler and Carla Bryant
- Preschool students are invited to attend kindergarten class during the spring for ½ day (or 2 hours).
 - Preschool students are given a tour of the building.
 - Preschool students participate in a classroom activity.
- Any parent of a preschool student is always welcome to discuss/examine the kindergarten program with staff - building tours are available as well.
- Elementary schools join with preschools and CRC to sponsor a parent meeting for incoming kindergarten students. All kindergarten teachers and principals are available.
- Community preschool sources include (but are not limited to) the following:
 - Children's Resource Center
 - Worland Preschool (Private)
 - Head Start
 - Even Start

...Transition Plans from Elementary Schools

A plan for assisting elementary students in the transition from elementary to middle school...

Collaboration with elementary schools affects an effective transition.

Transitioning from 5th to 6th Grade:

1. 5th Grade Open House/Welcome to WMS Night
2. Student Planner provided free of charge to all students
3. Homeroom Program for all 6th grade students to assist in making a smooth transition
4. Team Meetings in which students are monitored, at-risk behaviors are addressed, and if necessary an ILP is begun:
 1. At-Risk Form completed and sent to Counselor.
 2. Counselor input is requested.
 3. Initial Parent Contact is made, and parent invited to team.
 4. Corrective/Intervention Plan is developed in conjunction with 6th team, student, and parent.
 5. Contract/Remediation Plan is implemented.
 6. Retention Checklist is completed by counselor.
 7. Determination for alternative placement is made (retention is very seldom recommended).
 8. Official Letter of Concern Mailed home to parents.
 9. 2nd Letter of Concern mailed home to parents.
 10. Mr. Schaal is notified.

Parent Contacts:

1. First contact is through registration letters sent out in summer
2. WMS Open House
3. Phone Calls home
4. At-Risk Interventions/ILP (AEP, etc.)/Contract
5. Team Meetings
6. Monthly Newsletters
7. Parent letter home from content teachers
8. Weekly Deficiency reports
9. Mid-quarter grade reports and 1st and 3rd quarter Parent/Teacher conferences

...Transition Plans from Out of District Placement

A plan for assisting students in the transition from out of district placement...

Collaboration with out of district placement officials affects an effective transition.

Pending circumstances regarding an individual student...A 504 Plan is highly recommended, followed by options to consider as.

- Coordinate services with institutions as necessary when students return from out of district placement;
- Coordinate with DFS as necessary, including attendance at MDT meetings and court appearances;
- Provide school counseling services as appropriate;
- Provide services through Washakie Mental Health as appropriate; and/or
- Through the Building Intervention Team (BIT) provide LEA Services to meet individual student needs such as:
 - After-school Tutoring
 - After-school Teaching Staff
 - Lunchtime Tutoring
 - Title I Reading/Math
 - Special Education support (if the student has an IEP)
 - Counseling Services
 - Services to adjust to specific student needs