

## *CCSD# 1 Strategic Plan*

### **Our Vision**

All Crook County School District #1 students will strive to attain high standards and graduate with the knowledge, skills, and abilities to choose and prepare for a successful future.

### **Our Mission**

Crook County School District #1 creates and sustains learning communities which prepare each student to live, work, and learn successfully in a changing world.

### **Board of Trustees BELIEF STATEMENTS**

- We believe student reading proficiency is the district's highest priority.
- Education must take place in a safe and caring environment that values high expectations, honesty, trust, and respect.
- All students must have the opportunity to learn and experience success individually and collectively.
- All students must feel valued as human beings and successful as learners.
- Every student is unique, and every student is capable of learning.
- All members of the school community have equal dignity, worth, and expectations of accountability.
- Cultural and social diversity are strengths in an educational environment.
- Learning is a life-long process.
- Schools are accountable to the public.
- CCSD#1 will provide superior teaching and learning opportunities through the implementation of the best educational resources available.
- Vocational education is valued and necessary to meet student needs.
- Patriotism and citizenship are fundamental to our society.
- Individual commitment strengthens the entire organization.
- Differentiated Instruction is necessary to meet individual student needs.
- Education is the shared obligation of the student, family, school, and community.

### **Crook County School District # 1 Goal**

#### **Educational and Learning Environment**

##### **Strategic Goal #1**

Students and adults will engage in creative, dynamic, and motivational learning experiences appropriate to each individual.

##### **Accountability**

##### **Strategic Goal #2**

All staff will be accountable for personalizing educational opportunities, powerful teaching, and learning. A conducive environment and necessary resources will be in place to support all students.

## **Involvement**

### **Strategic Goal #3**

Parents and community partners will be encouraged to support and enhance the education of all students. Staff and student involvement in community and school activities will be promoted.

### **Strategic Objectives**

<b>Objective #</b>	<b>Objective Description</b>
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<b>Objective 1.1</b>	11 <sup>th</sup> grade student reading skills will demonstrate a minimum of 70% proficiency in reading achievement as measured by annual district assessment system. All grade levels will show a 5% minimum increase in reading achievement on annual district assessments.
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<b>Objective 1.2</b>	11 <sup>th</sup> grade student math skills will demonstrate a minimum of 70% proficiency in math achievement as measured by annual district assessment system. All grade levels will show a 5% minimum increase in math achievement on annual district assessments.
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<b>Objective 1.3</b>	11 <sup>th</sup> grade student writing skills will demonstrate a minimum of 70% proficiency in writing achievement as measured by annual district assessment system. All grade levels will show a 5% minimum increase in writing achievement on annual district assessments.
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<b>Objective 1.4</b>	11 <sup>th</sup> grade student science skills will demonstrate a minimum of 70% proficiency in science achievement as measured by annual district assessment system. All grade levels will show a 5% minimum increase in science achievement on annual district assessments.
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<b>Objective 1.5</b>	Graduation Rate
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<b>Objective 2.1</b>	Each year, CCSD#` will increase opportunities for implementation of its research-based, ongoing, job-embedded, and collaborative professional development system to enhance staff member's capacities to close student achievement gaps defined by demographic attributes (e.g., ethnicity, poverty, gender), and will continue to demonstrate effective utilization of regularly scheduled collaborative time in and between schools so teachers can support each other in understanding student achievement data and its connection to instructional strategies, curriculum, and assessment. Eight additional inservice days were included in the 2009-10 school year.
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<b>Objective 2.2</b>	All administrator evaluations and professional development will be based on progress made toward the objectives outlined in the CCSD#1 Strategic Plan, continuous school improvement plans, building
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staff capacity, and in the growth of student performance as required by the Wyoming Department of Education.

**Objective 2.3** Each year, all operational support units (e.g., transportation, technology, and maintenance) will recommend and implement at least two new practices to enhance performance.

**Objective 2.4** Improved technology policies and procedures, use agreements, and equipment standards will be approved by June, 2010.

**Objective 2.5** Elementary school teams will participate in Response to Intervention by June, 2010.

**Objective 2.6** Principals will facilitate an inservice day to focus on student/staff relationship building (e.g., personalizing educational opportunities, powerful teaching, and learning) in the first quarter of the 2009-2010 school year.

### **Strategic Goal #3**

Encourage parents and community partners to support and enhance the education of our students. Promote staff and student involvement in community and school activities.

**Objective 3.1** Every school will create and implement an improved plan to increase parent and community involvement during the 2009-10 school year.

**Objective 3.2** Each year, the district-wide communication plan will be reviewed to evaluate the need for enhancements to stakeholder access to district and school information.

**Objective 3.3** CCSD#1 Board of Trustees will encourage staff members to increase their attendance and participation at school functions during the 2009-2010 school year.

Board of Trustees  
Crook County School District #1  
Value Statements  
Adopted September 21, 2009

We value:

- Treating every student, staff member, school partner, and community member with dignity, respect, and care for their well-being in an environment that honors diversity;
- A curriculum that is aligned with state and local standards, and that reflects academic skills, life and work readiness skills, and an array of personal qualities such as respect, responsibility, civility, teamwork, and leadership;
- A comprehensive staff development program with a common district focus for all staff members designed to meet district, school, and individual needs, based on sound instructional practices and improving student achievement;
- Multiple data sources, including ongoing performance-based assessments, that are used to support staff and students, as they continually improve their performance and achievement;
- Student promotion to the next instructional level that is based on demonstrated knowledge, skills, and abilities, and providing a support system to ensure all students meet identified standards;
- A skilled staff hired to enhance the quality, relevance, and effectiveness of the educational system, within available resources;
- Partnerships in all aspects of school and district programs which involve parents, business and labor, and government, as well as community agencies providing services to youth, to enhance the quality, relevance, and effectiveness of the educational systems;
- A system of distributed leadership which enhances the capacity of all district staff, partners, and students to make relevant decisions closest to the point of implementation, to participate appropriately in decisions designed to advance the entire system of schools and supporting structures, and through effective governance, to make budget, hiring, and program decisions;
- Ongoing, two-way communication and collaboration among all district staff, students, partners, and community to support all students achieving high standards;
- The continual improvement of district and school technology, as an integrated instructional support tool, as well as a tool to enhance the effective and efficient operations of schools and the district;
- A physically, intellectually, and emotionally safe, healthy, and attractive learning environment conducive to personalization of learning, strong adult-student relationships, and pride of ownership in schools;

- Ongoing, intentional, quality evaluations of staff skills and performance, conducted annually, and based upon specific, understandable, and fair standards, expectations, and performance criteria; and
- Fiscal responsibility and sound financial management practices that support the capacity to adequately maintain district programs and priorities, and that will advance the Strategic Plan and contribute to all students achieving high standards.