

STANDARD 2.1:

The system operates under governance and leadership that promotes and supports student performance and system effectiveness.

Purpose & Direction: The purpose and direction of the Platte #1 district is entrenched in its Mission and Vision of continuously improving student performance and its operations. A formalized process for review of the Mission and Vision is being adopted to review their relevancy each year. This process will include the review of key student data and school improvement plans to determine key areas that will be monitored and evaluated. SMART goals will be established by all levels in the organization to keep the district on a course to meet its Mission and Vision.

Indicator 2.1: The governing body establishes policies and supports practices that ensure effective administration of the system and its schools.

Board policies must match the expectation level for continuous improvement. Many current policies have not been reviewed since 1998. The district has been reviewing policies as topics have come up. A more formalized process will allow the district to track the review and changes to all policies during the coming two years. In addition to the board and administrative team reviewing all policies in a formalized process, all stakeholders will be

alerted to upcoming policy reviews through the district website, Facebook account and e-mail notification. Also, the board communication "Board Brief" has added a section to track and explain board action on all policies that are reviewed and/or changed.



Research shows mentorship is vital to the effectiveness and longevity of new teachers to a district. Mentorship of new school board members is equally important to acclimate these men and women to the issues, policies and processes from which they will govern. A thorough mentoring program will be provided to all new board members of the Platte #1 district utilizing our own resources and the resources of the Wyoming School Board Association (WSBA).

Platte #1 will begin the mentoring process immediately after new members take the oath of office by establishing a school e-mail and Google Drive account. This will allow new members access to a host of report and work session data that prior board were privy to and increase communication from the district to the new board members. A training session on full utilization of the Google Drive will be provided by the superintendent and/or administrative assistant. New members will also be given training on the current mobile devices used by board members including iPads and Google Chromebooks. This training will also include other communication software, sites and apps the district uses such as Microsoft Outlook, Twitter, etc. Organization of the Platte #1 website, especially the District tab which stores all board policies and other pertinent board information.

The WSBA Fall Conference takes place in November, immediately following the general election cycle. New board members will be included in all plans to attend and guidance will be given on which sessions will be most helpful. On the first night of the conference board members, the superintendent and other central office staff such as the business manager will meet in a board retreat to review the Leadership and Governance policies the board adopted in August of 2013. The governance policies can be updated should the board

"Observations at all schools in the district revealed high expectations for student behavior as well as respect and concern for one another. Classrooms are safe, welcoming environments in which students were willing to ask questions, engage in discussions and activities, and strive to meet the expectations of their teachers.

Difficulties in communication and logistical coordination of calendars, resources, and events were evident to the team and described by stakeholders at all levels.

Establishment of policy and procedure is a central function of the district which should equitably inform, coordinate, support, and guide operations across the district."

Continued on back

STATEMENT: *Align school board goals, policies, work, and actions with Purpose and Direction to support achievement of student performance goals and maintain the course in continuous improvement, effectively support the superintendent and system leadership in defining and reaching performance goals, ensure transparency in all operations to increase stakeholder knowledge, trust, and engagement in increasing student performance, promote improvement of system operations in support of teaching and learning, and comply with state, federal, and accreditation mandates with fidelity.*

-AdvancED report

determine changes are needed. The board will also discuss the timeline for completion of each individual L&G policy, which takes place at the end of each regular board meeting.

At this retreat t Align school board goals, policies, work, and actions with Purpose and Direction to support achievement of student performance goals and maintain the course in continuous improvement, effectively support the superintendent and system leadership in defining and reaching performance goals, ensure transparency in all operations to increase stakeholder knowledge, trust, and engagement in increasing student performance, promote improvement of system operations in support of teaching and learning, and comply with state, federal, and accreditation mandates with fidelity. hnce goals, ensure transparency in all operations to increase stakeholder knowledge, trust, and engagement in increasing student performance, promote improvement of system operations in support of teaching and learning, and comply with state, federal, and accreditation mandates with fidelitydes additional training on these positions such as board chairman, legislative advocates, etc. board members will be apprised of these opportunities.

At the reorganization meeting in December the board chairman will assign a mentor to each new board member. Seating assignments will take into account these mentor/mentee assignments to allow for great communication. WSBA offers an additional session for new school board members in January across the state. New board members and there mentors will be offered the opportunity to attend. This mentor/mentee relationship will continue for the first year on the school board and will be overseen by the board chairman.

Improvement Priority: Align school board goals, policies, work, and actions with Purpose and Direction to support achievement of student performance goals and maintain the course in continuous improvement, effectively support the superintendent and system leadership in defining and reaching performance goals, ensure transparency in all operations to increase stakeholder knowledge, trust, and engagement in increasing student performance, promote improvement of system operations in support of teaching and learning, and comply with state, federal, and accreditation mandates with fidelity.

Related Indicator: 2.1

Goal:

Establish a clearly defined Purpose and Direction

Measurable Objective:

Strategy 1:

Action Plan to Review and/or Update all policies by July 2016 (How does it fit into the improvement priority)

Activity	Activity Type	Beginning Date	Ending Date	Resources Assigned	Sources of Funding	Staff Responsible	Progress Indicators
Mapping timeline of policies	Planning	10/13/2014	11/15/2014		N/A	Superintendent, Board Chairman	Tentative timeline established to review all policies by October 2016
Prioritize policies for review and update	Planning	10/30/2014	11/28/2014		N/A	Superintendent, Board Chairman	Timeline is updated with targeted policies for review
Share tentative timeline for policy review with stakeholders via the websites, internal communication, email, and other communication resources	Communication	10/30/2014	11/15/2014		General Budget	Principals, PCEA, Secretaries, Directors	Examples of communication- Newsletters, emails, website
Board Brief- Added section specific for policies- Adopted/Reviewed, Under Review, Upcoming for review	Communication	12/1/2014	12/15/2015		General Budget	Admin Assistant, Superintendent	Section is added to On-Board Newsletter
Following all policies being reviewed by July 2016, continuous process to review all policies at least every 4 years will be designed and implemented	Planning, Policies	8/1/2016	12/15/2015		N/A	Admin Assistant, Superintendent	

Strategy 2

Provide mentorship for new school board members and/or do an annual review of the Leadership and Governance policies adopted by the board in August 2013

Activity	Activity Type	Beginning Date	Ending Date	Resources Assigned	Sources of Funding	Staff Responsible	Progress Indicators
Board mentorship of new board members	Training	November of election years	12/15/2015	Leadership & Governance Policies, Adopted board policies, handbooks, etc.	N/A	School Board, Superintendent	L&G Policy, student achievement data, financial data, board policies
Board review of current L&G Policies	Training	November of election years	12/15/2015	Leadership & Governance Policies	N/A	School Board, Superintendent	L&G Policy
Board will complete 1-2 L&G Policy segments each board meeting aligned to current school operations. Board will discuss for clarification as needed	Training	July 2014	12/15/2015	Leadership & Governance Policies	N/A	School Board, Superintendent	L&G Policy

Strategy 3

The Board will establish and prioritize district SMART goals that will lead to greater student achievement

Activity	Activity Type	Beginning Date	Ending Date	Resources Assigned	Sources of Funding	Staff Responsible	Progress Indicators:
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The purpose and direction will be discussed annually with all administrators to determine common understanding	Meeting	1st Admin mtg in August	12/15/2015	Mission & Vision, Goals	N/A	Administrators	Indicator 2.4
The Mission, Vision and student achievement expectations of the District will be Reviewed Annually	Meeting	Ongoing Annually	12/15/2015	Leadership & Governance Policy 2.13, current Mission and Vision	As Needed Gen Fund	School Board, SLT, All Stakeholders	Update Mission, Vision or approve of current
Board will review annual data results with the administrative team and set priorities for focus	Personal Review, Meeting	Nov. 2014 & October Annually thereafter	12/15/2015	Leadership & Governance Policy 2.13, school performance reports, school improvement plans	As Needed Gen Fund	School Board, SLT, All Stakeholders	MAP, PAWS,
Board will monitor progress toward student achievement	Leadership & Governance	January & June yearly		Leadership & Governance Policy 2.13	As Needed Gen Fund	School Board, SLT, All Stakeholders	MAP, PAWS, ACT, accountability reports
Board and superintendent will establish short and long-term goals for student achievement	Meetings	July annually	August of same yr	Student performance data, SIPs, SPRs	As Needed Gen Fund	School Bd, Supt, SLT	SMART goals both Long and Short Term
Superintendent will report district progress on all goals at least two times per year	Meetings, Communication	October	June	MAP, PAWS, ACT, WAEA and AYP results, other progress data	As Needed Gen Fund	Superintendent	Progress Reports

Strategy 4

Schools will unify procedures and processes to create consistency in operations and student focus

Activity	Activity Type	Beginning Date	Ending Date	Resources Assigned	Sources of Funding	Staff Responsible
A flowchart of the chain of command and processes followed will be developed for all necessary areas	Leadership, Processes, Communication	1/1/2015	6/1/2014		N/A	Board, Admin, SLT, All Stakeholders
Student and staff handbooks will be reviewed annually by each principal and by all principals together to ensure language and school policies are uniform across the district	Processes	6/1/2014	Ongoing	Handbooks	Building budgets	Principals
Increase use of District Google Calendar to have all student events and activities posted	Communication	8/1/2014	Ongoing	Website	General Fund	Principals, Secretaries, Activity Sponsors

Strategy 5

Principals and directors will be given authority to achieve SIT goals and plans (Indicator 2.3)

Activity	Activity Type	Beginning Date	Ending Date	Resources Assigned	Sources of Funding	Staff Responsible
Superintendent will review evaluation results and recommendations of administrators with school board	Evaluation, Supervision	August	March	McREL Evaluations	McREL license	Board, Superintendent, Administrators
Board will review school's SIT goals and principals building goals and plans and provide feedback if necessary	Planning	June	July	SIT goals, Building Goals	N/A	Board, Superintendent, Administrators
Each schools SIT goals and plans will be approved by board at regular board meeting	Meeting, Governance	August	August	SIT Plans	N/A	

STANDARD 5: *The system operates under governance and leadership that promotes and supports student performance and system effectiveness.*

Purpose & Direction: Successful operation of our mission and purpose includes more than just teaching, school and administrative staff of Platte #1. Food service, building and grounds and transportation staff are important members in our operations. Effective, efficient operation of these departments by qualified, caring staff will help the district create the proper relationships with parents and students.

The transportation department plays a vital role as they are the first and last people to see our students during the school day. Safe, efficient operation of our routes is the goal and increase communication is being realized with greater technology use. The transportation department will implement two pieces of software that will help them to meet their two major goals – no misplaced students and increased fuel efficiency.



Transfinder is an industry standard software which the department will implement to help them monitor more closely the operation of the bus fleet. This monitoring will result in decreased bus idle time and more efficient routes which will result in less expense on diesel fuel and less ride time for students. Zonar is the other software the department will implement. It also will help monitor bus speeds, maintenance needs, fuel efficiency, etc. Zonar has a student component called Z-Pass which all riding students and parents will utilize. Z-Pass tracks student ridership which will result in greater communication with parents about the whereabouts of their children. The resulting goal will be to have 0 misplaced students once the software is fully implemented in early 2015.

The food service department and building and grounds departments also have SMART goals to increase efficiency. The food service department will implement the new Federal Nutritional Guidelines and meet 100% of the requirements by 12/15/2015. They will implement the NutriKids software throughout the department to not only increase nutrition but also to decrease food costs by unifying menus and purchasing in greater bulk. Building and grounds will create a five-year capital outlay plan to better meet the needs of principals, teachers and students and maximize major maintenance expenditures.

The business office has a new business manager and we are still doing extensive training and review after the dismissal of the 29 year former manager. Much focus has been placed on the finances of the district and the school board passed a resolution that directed the superintendent and business manager to present a balanced budget for the 2014-15 fiscal year. This directive was accomplished through a thorough, comprehensive budget reduction process that resulted in budget cuts of \$906,000. Once 2013-14 financial audit is received, the board, superintendent and business manager will meet to discuss plans manage the fund balance. The general fund balance as a percentage of expenditures has been decreasing. The board will need to establish a level that will allow us to meet the needs of our students by creating a SMART goal for managing the general fund and how much we will be able to reduce this percentage further.

The business office has an unestablished goal of increasing transparency of the financial operations of the district. They are currently creating a webpage for benefits offered by the district and online forms to increase paper flow. Future plans are to increase financial documents on the website as well.

The district is also implementing a district oversight committee entitled the System Leadership Team, or SLT. The SLT is represented by all facets of stakeholders and will be used as an advisory committee for the school board and administration to discuss important issues. The structure and function of the SLT is as follows:

- Define and determine the next steps of where we go in a continuous school improvement cycle, what that looks like across the district, and bring constant school

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STATEMENT: *Develop a program evaluation process to guide alignment of system resources and processes with Purpose and Direction, maintain the course in the improvement of student performance, and guide system responsibilities to reduce costs, streamline operations, and improve student performance.*

Indicator 5.2: Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions that support learning.

“The external review team found that while teachers and administrators have been supplied training on the use of data, support staff have not been included in this training.”

For all learning activities to be as successful as possible, they must be guided by information and decisions based on data.”

-Advanced report

improvement to life.

- Serve as a recommending body to the School Board and Administration that helps to establish curriculum, textbook adoptions, curriculum content, and define how we expend the resources from the state and federal governments.
- Plan staff development for the district, reviewing our assessment data and district initiatives to guide those decisions.
- Provide other related services as determined by the Team or School Board.

Members of this team will be responsible for seeking and providing input on a variety of items and reporting back out to their assigned groups.

Improvement Priority: Develop a program evaluation process to guide alignment of system resources and processes with Purpose and Direction, maintain the course in the improvement of student performance, and guide system responsibilities to reduce costs, streamline operations, and improve student performance.

Related Indicator: 5.2

At least once per quarter related content areas

Goal:

Align system resources and process to maximize system operations and effectiveness (instructional data strategies located in Priority 5), build out strategies

Measurable Objective:

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Strategy 1:

Develop a board work session calendar to review and map out board action and the policies that cover items covered

Activity	Activity Type	Beginning Date	Ending Date	Resources Assigned	Sources of Funding	Staff Responsible	Indicators:
Develop a checklist for school board of typical monthly actions to help in development of work session agendas	Planning	12/1/2014	1/17/2014	Board Governance Document	NA	Mr. Fischer, Admin Team	Completed Checklist for reference

Strategy 2

SMART goals will be established for all areas of operations including Operations (B&G, Food Service, Transportation, Bus Office, etc.)

Activity	Activity Type	Beginning Date	Ending Date	Resources Assigned	Sources of Funding	Staff Responsible	Indicators:
Transportation department will increase communication and coordination of activity bus routes by having 100% of buses outfitted and trained on the use of iPads used to track track player and coach involvement on all trips	transportation planning, coordination, communication	5/1/2014	Ongoing	iPads, Transfinder, PowerSchool	Transportation budget	Transportation director, business manager, superintendent, principals, activity directors, bus drivers	100% use of iPads with team rosters, necessary forms, etc.
Transportation department will reduce to 0% the number of misplaced students through the use the Z-Pass tracking system	transportation coordination, communication	1/1/2015	12/15/2015	iPads, Transfinder, Zonar (Z-Pass)	Transportation budget	Transportation director, business manager, superintendent, bus drivers	0% of students 'misplaced' (i.e. dropped off at wrong stops, left on bus, etc.)
Transportation department will reduce activity fuel expense by 2% by using Transfinder to reduce idle time during activity routes	transportation coordination, communication	1/1/2015	12/15/2015	Transfinder, Zonar	Transportation budget	Transportation director, business manager, superintendent, bus drivers	2% reduction in fuel expense on activity routes
Transportation department will reduce regular to/from travel time of students by 5% or reduce number of to/from routes by 1 through more efficient operation of regular to/from routes	transportation coordination, communication	1/1/2015	12/15/2015	Transfinder, Zonar	Transportation budget	Transportation director, business manager, superintendent, bus drivers	5% reduction in time or 1 route eliminated
Food service department will meet 100% of nutritional guidelines of the new Federal Nutrition program	Food service planning, coordination	8/22/2014	12/15/2015	NutriKids	Food svc, Gen Fund	Transportation director, business manager, superintendent, bus drivers	100% compliance through Food Svc audit by WDE on 2016 audit

The district will adopt a 5-year plan for the expenditure of major maintenance funds the will provide for equity of expenditures across district schools as defined by the SLT	B&G planning, coordination	10/12/2014	12/15/2015	Financial system, Excel spreadsheet, SFD Report	Major Maintenance, Gen Fund, other SFD funds	B&G Director, business manager, supt, school board, principals, all staff	5-year capital outlay plan created
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Strategy 3

Establish an effective and productive System Leadership Team (SLT) to provide information and receive feedback and opinions to help planning and communication

Activity	Activity Type	Beginning Date	Ending Date	Resources Assigned	Sources of Funding	Staff Responsible	Indicators:
Creation and operation of SLT	Leadership & Governance	11/17/2014	Ongoing	As needed	General fund	Supt, School Bd, SLT members	

Strategy 4

The financial operations of the district will utilize long-term goalsetting to stabilize fund balance percentages in the short-term and at least a 12% fund balance percentage by 2020

Activity	Activity Type	Beginning Date	Ending Date	Resources Assigned	Sources of Funding	Staff Responsible	Indicators:
School board will adopt and administration will implement a balanced budget for the 2014-15 school year	Leadership & Governance, financial control and management, budgeting	1/15/2014	12/15/2015	Financial records and systems, financial audit, board policies and goals	NA	Supt, School Bd, Bus Manager, Principals, Directors	Fund balance amt for 2014-15 will equal 2013-14 amount
School board will adopt goals to increase fund balance % from 2013-14 level of 10% to 12% by 2020	Leadership & Governance, financial control and management, budgeting	1/15/2015	Ongoing	Financial records and systems, financial audit, board policies and goals	NA	Supt, School Bd, Bus Manager, Principals, Directors	Fund balance % for 2019-20 will be 12% of expenditures

Platte County School District #1 Accreditation Standards

STANDARD 1: *The system maintains and communicates at all levels of the organization a purpose and direction for continuous improvement that commits to high expectations for learning as well as shared values and beliefs about teaching and learning.*

Improvement Priority: *Identify specific leadership strategies aligned with the Purpose and Direction and expectations for student performance and build systems to ensure equity of all resources at every school supporting all students, effective two-way communication with all stakeholders, and engage all stakeholders in the improvement of student performance.*

Purpose & Direction: Platte County School District #1 exists to serve the students of Wheatland, Glendo and Chugwater. We can best serve our students by providing them with not only a challenging curriculum that will prepare them for the future ahead, but also the support to help them succeed.

The district updated, basically consolidating, its mission statement during worksessions during the 2012-13 school year. The wording did not change significantly, though the formatting changed from several bulleted items into one comprehensive statement. The new wording became: ***The mission of Platte County School District #1 is to ensure that each student is actively engaged in learning, connected to the school and broader community, and prepared for an ever-changing world.*** The district worked to create a new vision statement during the 2012-13 school year as well and it was adopted by the school board in August of 2013 to support our updated mission statement.

“Reach the PEAK: Prepared, Engaged, Active, Knowledgeable” was created with the efforts of the school board, staff, community members and students to visualize our mission statement, especially on banners, posters, letterhead, etc. “Reach the PEAK” is also a statement of our commitment to a continuous improvement process to get better each day in every facet of our operation and for our students to reach the peak of their potential. The PEAK has special meaning for the Platte #1 district as the dominating geographic landmark in our district is Laramie Peak, the most prominent peak in the Laramie Range with a peak elevation of 10,276 feet.

Each letter of the word PEAK came from a focus or action word(s) during work session brainstorming activities. Students then took these focus/action words which were important to the stakeholders and were arranged by student council members of Wheatland Middle School into our final product.

“Prepared” means our students will be academically, mentally and socially ready for college and careers of the 21st Century. **“Engaged”** is the result of the focus words Empowered, Inspired and Relevant and will reflect the fact that our

Indicator 1.3: The school leadership and staff at all levels of the system commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.

students will be active participants in the learning process and will become life-long learners. **“Active”** reflects the focus words Citizenship, Social Skills, Connected, Integrity and is demonstrated in our students participating in extra-curricular activities, volunteering in our community, and contributing positively to society in general. **“Knowledgeable”** reflects the focus words Rigorous/Challenging Instruction, Innovative and Excellence. Our knowledgeable students will be intelligent, discerning, conscious, learned and insightful. They will be equipped with the skills and confidence to evaluate and correctly select the right opportunities that are presented to them throughout their lives.

Reach the

PEAK

Prepared, Engaged, Active, Knowledgeable

The Mission and Vision will be formally reviewed each year. This review will be done in conjunction with each school's review of their own mission and vision statements by their Building Leadership Teams. The mission of each school will mirror and build upon the district statements and align with the overall purpose and direction of the district.

The school calendar must be created to support the goals and mission of the district. Parameters will be set by the school board, superintendent administrative team to focus priorities that must be met such as students being prepared for the state standardized tests in April, a strong start to the school year and effective use of staff professional development days. Input will be sought from all stakeholders to determine the most viable option.

A strong professional development plan is necessary for Platte #1 to achieve its purpose of serving our students to the best of our abilities. Creating a strong professional development plan will require input from all levels of the organization. Input from staff surveys, building leadership teams, school improvement plans and the system leadership team will be sought through a formal process outlined in the Improvement Priority Worksheet. Assessment data will be reviewed by the administrative team and SLT to determine staff needs as well. The professional development plan will be organized and disseminated by the Director of Curriculum, Instruction and Assessment who will be in charge of coordinating the logistics of carrying the plan out.

Finally, a review of the graduation standards will be reviewed against the student assessment data to determine whether the school curriculum and instruction time are meeting the current needs of the students. Student data of standardized tests, college readiness, Hathaway Scholarship eligibility, among others will be reviewed to determine whether changes are appropriate. The high school principals will lead a process of surveys, schedule options and student/parent meetings to select the schedule that best meets our high school student's needs of college and career readiness.

Improvement Priority: Identify specific leadership strategies aligned with the Purpose and Direction and expectations for student performance and build systems to ensure equity of all resources at every school supporting all students, effective two-way communication with all stakeholders, and engage all stakeholders in the improvement of student performance.

Related Indicator: 1.3

Goal:

Determine proper level of student performance and establish policies, practices and processes to accomplish desired level of student achievement

Measurable Objective:

Strategy 1:

The District's Purpose and Direction will be reviewed and input sought for changes & improvements to focus on student achievement

Activity	Activity Type	Beginning Date	Ending Date	Resources Assigned	Sources of Funding	Staff Responsible	Progress Indicators
Explanation of current Purpose and Direction will be given to all stakeholders	Communication	November	January	N/A	General Fund (if needed)	Superintendent, Principals	
Request for changes/updates to current Purpose and Direction will be sought from stakeholders	Survey	January	March	N/A	General Fund (if needed)	Superintendent, Principals	Survey Responses
SLT will compile suggestions and refine language options for changes to Purpose and Direction	Meeting	March	April	N/A	General Fund (if needed)	SLT	
Board will review suggested changes to Purpose and Direction and discuss alternatives and/or improvements to better match (if necessary) current district operations	Meeting	April	May	N/A	General Fund (if needed)	School Board, Superintendent, SLT	
Purpose and Direction statement will be included in student handbooks and updated (if needed) on district website and other district literature	Communication	June	July	N/A	Building Budgets, General Fund (if needed)	Superintendent, Principals	School Handbooks
Building staff will meet at start of the of the year to review and discuss the effectiveness of district mission and vision and how building mission statement supports district goal.	Purpose/Direction	First day of school	December 31	N/A	N/A	School Staff/SIT Team	School Handbooks, School Webpage

Strategy 2

Each building will review annually the district mission and vision and align its own to the district purpose, direction and goals

Activity	Activity Type	Beginning Date	Ending Date	Resources Assigned	Sources of Funding	Staff Responsible	
Staff will meet prior to start of the student contact year to review and discuss the effectiveness of district mission and vision and how building mission statement supports district goal.	Mission, Vision Review	First Inservice Day	September 1 Annually	Current Mission & Vision statements	N/A	School Staff	
BLTs will review changes recommended to the Mission and Vision statements to determine alignment with Purpose and Direction	Mission, Vision Review	September 2 Annually	October 31 Annually	Current Mission & Vision statements	N/A	SIT/BLTs	

SLT will review recommended changes to Mission and Vision statements of individual schools	Mission, Vision Review	November 1 Annually	November 31 Annually	Current Mission & Vision statements and recommended changes	N/A	SLT, Principal
Mission and Vision statements will be communicated to stakeholders through various methods	Mission, Vision Review	Ongoing	Ongoing	School/District Webpages, Facebook page, school correspondence, speaking engagements, e-mail, texts	General Fund	Administrators, Secretaries, webmasters

Strategy 3

A clear decision-making process for professional development will be identified and communicated

Activity	Activity Type	Beginning Date	Ending Date	Resources Assigned	Sources of Funding	Staff Responsible
Building leadership teams (BLTs) will operate successfully and provide input on upcoming strategic efforts of individual schools	Planning	9/1/2012	Ongoing	N/A	Title IIA, General Fund, Grants, Other Various	Principals, Teachers, Support Staff, Parents, Students
Building Leadership Teams will prioritize and recommend to the System Leadership Teams curriculum, textbook adoption, curriculum content, and resource needs	Planning	12/1/2014	Ongoing	Financial reports, student data reports, curriculum information	Title IIA, General Fund, Other	BLTs
A staff survey will be completed of all district employees to gather input on upcoming professional development initiatives	Planning, Professional Development	February	March 15 Annually	Google Survey or Survey Monkey	N/A	DCIA, Superintendent
Staff professional development for the district will be reviewed and determined based on assessment data and district initiatives	Planning, Professional Development	March 16 Annually	August Annually	Various reports, vendor and research information, professional development report	Title IIA, General Fund, Other	SLT, Administrators, School Board

Strategy 4

Standards for graduates will be reviewed and evaluated annually to determine ability to meet student's future needs of college and/or career readiness

Activity	Activity Type	Beginning Date	Ending Date	Resources Assigned	Sources of Funding	Staff Responsible
HS Principals will review current state, Hathaway and national trends in graduate credit requirements	Standards review	9/1/2014	Ongoing	Wyoming Statutes, WDE Reports, Professional Journals, Hathaway literature, Board Policies	N/A	HS Principals
HS Staff will review report of current requirements and trends of grad requirements with building principals to determine possible changes	Standards review	9/1/2014	Ongoing	Wyoming Statutes, WDE Reports, Professional Journals, Hathaway literature, Board Policies	N/A	HS Principals, HS Staff
HS Principals will review with SIT/BLT teams, parents, students any changes that are being considered for feedback	Standards review	9/1/2014	Ongoing	Wyoming Statutes, WDE Reports, Professional Journals, Hathaway literature, Board Policies	N/A	HS Principals, stakeholders
Recommended HS Grad requirements will be reviewed by the SLT for feedback	Standards review	11/17/2014	Ongoing	Wyoming Statutes, WDE Reports, Professional Journals, Hathaway literature, Board Policies	N/A	HS Principals, Admin, SLTs
School Board will determine proper graduation credits including changes being recommended by HS Principals	Standards review	1/14/2015	Annually	Wyoming Statutes, WDE Reports, Professional Journals, Hathaway literature, Board Policies	N/A	HS Principals, Admin, School Board

Strategy 5

The school calendar will be established to maximize student instruction and student achievement

Activity	Activity Type	Beginning Date	Ending Date	Resources Assigned	Sources of Funding	Staff Responsible	
Superintendent will review past calendars, national holidays, etc. and set priorities based on districts purpose, direction and goals	Scheduling, Calendar	11/1/2012	November 31 Annually	School, State, and National calendars	N/A	Superintendent	
Calendar committee will meet to draft possible calendars	Scheduling, Calendar	12/1/2012	December 20 Annually	School, State, and National calendars	N/A	Superintendent, Calendar Committee	
A survey of stakeholders will be conducted to determine most viable option or alterations to proposed calendar(s)	Scheduling, Calendar	December 20 Annually	January 10 Annually	Proposed calendar(s)	N/A	Superintendent, Administrative Assistant	
Calendar committee will review survey results and possible alterations and make final recommendation to school board for approval	Scheduling, Calendar	January 10 annually	January 15 Annually	Proposed calendar(s)	N/A	Superintendent, Calendar Committee	
School board will approve school calendar	Scheduling, Calendar	January board worksession	January board meeting	Proposed calendar(s)	N/A	School board, Superintendent	
Administrative team will review instructional effects of school calendar and provide suggestions/changes based on district goals and initiatives	Scheduling, Calendar	First inservice day	May Annually	Proposed calendar(s)	Depending on goal or initiative	Administrative Team	

STANDARD 3: *The system maintains and communicates at all levels of the organization a purpose and direction for continuous improvement that commits to high expectations for learning as well as shared values and beliefs about teaching and learning.*

SPECIFIC LEADERSHIP STRATEGIES: The district has undertaken several leadership strategies to achieve our core purpose and mission of preparing, engaging and connecting our student to the world around them.

An extensive curriculum review process has been implemented to review each curricular area thoroughly at least every six years. As a part of this process a complete goal, standard, and mission review will be completed along with a review of student and district data in the curricular area. The scope and sequence will be determined K-12 and the information will be placed into Rubicon Atlas for future updating and use.

To build greater capacity in our staff (and address what the Accreditation team termed “pockets of good instruction” the district has implemented several initiatives district-wide. Several years ago the district incorporated PLCs into our professional development activities. These PLCs were organized around grade levels or departments depending on the school. They continue to operate successfully and other initiatives we have undertaken have been placed under the PLC umbrella.

One of those items we have placed under that umbrella is our **Data Teams**. In the fall of 2013 the district contracted with Steve Ventura and the Leadership and Learning Center (a Houghton/Mifflin subsidiary) to train our staff on how to incorporate data to differentiate instruction and provide interventions to students, among other things. Our ultimate goal of Data Teams is to empower our staff to create a more dynamic, ever-changing curriculum that addresses the needs of all bands of students from the highest functioning to the lowest functioning.

Indicator 3.2: Curriculum, instruction, and assessment throughout the system are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.



The six step data team process includes:

1. Collect and Chart Data
2. Analyze the data and prioritize needs
3. Set, review, and revise incremental SMART goals
4. Select common, successful instructional strategies
5. Determine the appropriate results indicators
6. Monitor and evaluate results

The district contracted with **Silverback/Mileposts** during the spring of 2013 to serve as its **data warehouse**. MAP, PAWS, ACT and other testing results are located in this centralized location along with interventions and other progress monitoring tools. All district certified and administrative staff have been trained and re-trained on the use of Silverback. Further training has begun for paraprofessionals.

The district realizes the importance of not only gathering data, but utilizing that data to the benefit of our students. Lengthy discussions last spring among the administration and staff resulted in the entire district altering its instructional time to allow for a **district-wide common planning time** of 1 1/2 hours. Ten minutes were added to each day Monday through Thursday and protected, collaborative time was given on Fridays for data teams as students were released an hour and twenty-five minutes early. According to our vendor, Steven Ventura, the data team process takes between 1 to 1.5 hours and the early release allowed staff protected time each week to meet in grade level, department level or intra-building data team meetings.

Through our Data Team trainings and research the district has been studying by John Hattie (Visible Learning) and Willard Daggett ((The Daggett System for Effective Instruction) it became apparent of the importance of common, formative assessments - especially what Mr. Ventura termed as ‘short cycle assessments.’ The district has continued to partner with the Leadership and Learning Center and Dr. Angela Peery during the current school year. In addition to reinforcing the Data Team process, Dr. Peery is providing professional development on creating **Common Formative Assessments** (CFA). Specific

STATEMENT: *Review, revise, and communicate expectations for student performance with specific growth goals and defined strategies, steps, and objectives to meet these goals.*

“Data from over 100 classroom observations indicates an average score of 2.23 on the ELEOT observation referencing differentiated learning opportunities and activities that meet student needs within the learning environment Although differentiation was observed in many classrooms, it was not consistently evident across all classrooms. This data indicates that a system-wide process should be integrated into the Professional Learning Community framework and support differentiation.”

-AdvancED report

Continued on back

work centers around creating or adopting successful instructional strategies or innovating their own classrooms. The use of these cfa's connects directly to our goal of empowering our teachers to create dynamic, adaptive classrooms and curriculum that can reach the maximum number of students and take them to their maximum potential. We are currently using a 'train the trainer' model and the book "Common Formative Assessments" by Larry Ainsworth and Donald Viegut in this process.

Another area in which our certified staff has been an integral part of our improvement efforts is in the formation of **Core Leadership Teams (CLT)**. CLT's involved teachers and administrators being organized around the nine different curriculum areas. The work of the CLTs included unpacking the new Wyoming State Standards (CCSS) and to map them in Rubicon Atlas. Additional work of CLTs currently include being a major element in our curriculum review process and mentoring program of new staff members.

In addition to the professional development of our certified staff, our administrative staff has been involved in several activities. In the fall of 2013 four administrators joined the **Wyoming Instructional Leadership Network (WILN)** sponsored by WDE and presented by staff of the University of Washington's Center for Educational Leadership. The superintendent, Wheatland HS principal and MS principal and the Chugwater K-12 principal attended six two-day sessions designed to familiarize ourselves the the "5 Dimensions of Effective Teacher" that is at the heart of the CEL's work. This fall, the rest of the administrative team is enrolled to begin this same training to create stronger Instructional Leader Directors (ILDs) and more effective evaluation practices of certified staff.

The goal by the end of the six-session series was for ILDs and principals to be able to:

1. Understand and create the structures and routines necessary to support principals as instructional leaders, including:
 - a. Building and protecting calendars (prioritizing 70 – 80% of the time to focus on principal instructional leadership)
 - b. Developing effective 1:1 work with principals
 - c. Developing effective principal PLCs/learning networks
2. Use a teaching approach in the work with principals, including communicating, negotiating, supporting and monitoring progress
3. Clearly and continually communicate the work between the ILD, principals and teachers
4. Assess, gather and use evidence to support and monitor principal and teacher progress
5. Reflect on, set goals for, and monitor progress of their own development as effective ILDs and principals

Engaged students are a key part of our mission and vision for PCSD #1. This was one of the major focus areas identified by our stakeholder groups during the mission and vision work and is supported by the research of Hattie as being a major component of 'Motivation' which has a 0.48 effect size. The district is constantly looking to increase student engagement in all areas including curriculum choices, extra- and co-curricular offerings, as well as teaching strategies.

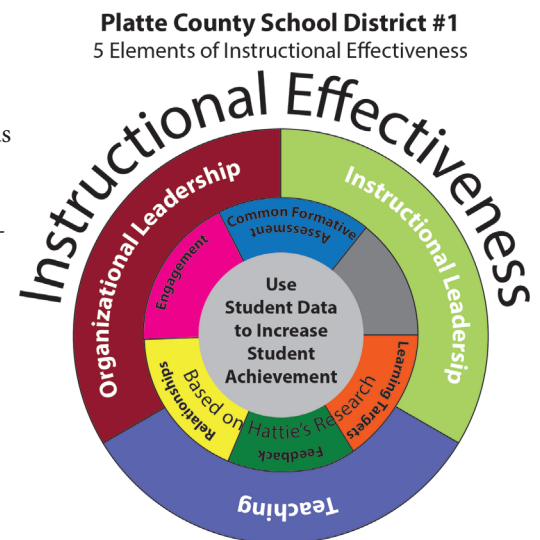
The district has contracted with Mr. Frank Smith to work with all district principals in their evaluation of teachers to increase student engagement in the classroom. Mr. Smith was the keynote speaker to our staff in August 2014 and will be in the district six additional times this year to do classroom walkthroughs with the principals and other administrators. Walkthroughs will be completed in groups of 4 to 5 administrators to be able to compare impressions and make more uniform our expectations for all teachers across the district.

Other Hattie elements the district incorporated into its "Instructional Effectiveness" plan last spring were items we called 'low hanging fruit' or those items we could quickly train or make our staff aware of. **Teacher-student relationships** carry a Hattie effect size of 0.72. The accreditation team recognized this as a strength of our district, but we would like to continue to leverage these strong relationships into higher expectations students have for themselves. We understand that building relationships demonstrates a level of efficacy, mutual respect and personal commitment. The old say of "They don't care how much we know until they know how much we care" is evident in a highly effective classroom.

The other low hanging strategy we worked to incorporate last year was Teacher Clarity, which we focused on through clear **Learning Targets or Learning Objectives**. Teacher clarity carries a very high effect rate of 0.75. District administrators researched and discussed several models during administrative meetings to gain a consensus of effectively stated learning objectives. Principals then returned to their buildings to get feedback on staff and to work up examples currently being used or that would be good for our students. The principals then returned with that information to create an effective workshop day which was then held in March 2014. Uniform rules for the placement of learning objectives now include guidelines of appropriate, effective targets as well as the placement of these objectives directly beneath our "Reach the PEAK" banner in each room (in the upper corner of each rooms' whiteboard).

Feedback was the third and final low hanging element we thought we could incorporate last spring, but after further review and discussion, we realized the Hattie's 'Feedback' effect is much more complex than originally thought. It is still an instructional effectiveness strategy that we plan to implement, though currently we are working to add Engagement, Common Formative Assessments and Data Teams totally into our system before moving to this strategy.

Wheatland Middle School is also incorporating "Reading in the Content Area" and partnering with the U of Wyoming - Literacy Center and Dr. Victoria Rigdeway-Gillis who is providing professional development activities for the Middle School staff during the current year as a pilot program. If this program is successful we will look to expand to additional schools at the Junior High and High School levels.



Improvement Priority: Review, revise, and communicate expectations for student performance with specific growth goals and defined strategies, steps, and objectives to meet these goals.

Related Indicator: 3.2

Goal:

Increase instructional effectiveness in administrative, certified and support staff that will result in increased student achievement

Measurable Objective:

Strategy 1:

Build teaching capacity to increase student engagement and performance through effective teaching strategies supported by research and district review

Activity	Activity Type	Beginning Date	Ending Date	Resources Assigned	Sources of Funding	Staff Responsible
Utilize PLCs to collaborate in grade level, in building and in district	Professional Development	2012	ongoing	Various	Title IIA, General Funds,	All
Perfect Data Team process to collect & analyze data, set and review SMART goals, select common instructional strategies and determine results indicators	Professional Development	8/1/2013	ongoing	Steve Ventura, daily schedule change, Data Team reference book, Hattie & Daggett books	Title IIA, General Funds,	All
Incorporate common formative assessment creation into Data Team process to create more dynamic curriculum and instruction process	Professional Development	8/1/2014	ongoing	Dr. Angela Peery	Title IIA, General Funds,	Scott James, Building level teacher leaders
High schools will evaluate/review its current 5 x 5 schedule to maximize classroom instructional time and student contact time	Scheduling	8/1/2014	1/19/2015		none	WHS administration, staff, students, and parents
block reading and math times for grades 3-5 will be established to provide intensive	Scheduling	8/1/2014	Ongoing			administration and SIT team members
Principals will establish with teachers areas of instructional effectiveness to review during walkthroughs for the current year	Evaluation	1/5/2014	Ongoing	Teacher walkthrough in Google	N/A	Principals, Teachers

Strategy 2

All schools and the district will review data to establish priorities and SMART goals that will increase student achievement

Activity	Activity Type	Beginning Date	Ending Date	Resources Assigned	Sources of Funding	Staff Responsible
Short cycle assessments will be developed, given and reviewed to determine level of student depth of knowledge and understanding	Assessment	9/1/2014	Ongoing	Data Team handbook	Title IIA, General Fund, Special Education, Title I	Teachers, Principals, DCIA, Director Special Education
Data will be warehoused for easy access and retrieval and uniform monitoring in Silverback/Milepost	Assessment, Data	3/1/2013	Ongoing	Silverback, Data Team handbook, Powerschool	Title IIA, General Fund, Special Education, Title I	Teachers, Principals, DCIA, Director Special Education

MAP, PAWS, ACT data will be reviewed to determine individual student growth against district expectations and goals	Assessment, Data	2/1/2015	Ongoing	Silverback, WDE Fusion, Powerschool	Title IIA, General Fund, Special Education, Title I	Teachers, Support Staff, Administrators, School Board, SLT
Align walkthrough instrument to capture data on engagement and instructional strategies	Evaluation	9/1/2013	Ongoing	Frank Smith, Dr. Angela Peery, Data Team reference book, Hattie & Daggett reseach	Title IIA, General Fund, Special Education, Title I	Teachers, Principals, DCIA, Director Special Education
Individual student achievement/progress will be compared against district established norms to determine adjustments to student placement and grouping	Evaluation	Weekly beginning 9/1/2014	Ongoing	Weekly school schedule	General Fund	Teachers, Support Staff, Administrators, School Board

Strategy 3

Implement process to monitor and adjust curriculum to meet state standards and increase rigor, readiness and achievement

Activity	Activity Type	Beginning Date	Ending Date	Resources Assigned	Sources of Funding	Staff Responsible
Review each curriculum area thoroughly at least every six years following an established process	Curriculum Review	12/1/2012	Ongoing		Title IIA, General Fund, Title I, Special Education	Teachers, Support Staff, Admiinistrators, School Board
State and national standards review will be completed by CLTs every three years at least to ensure courses meet district, state and federal stds	Curriculum Review	August 2012	Ongoing		Title IIA, General Fund	Teachers, Support Staff, Administrators, School Board
Data will be collected of each course taught by multiple teachers to determine instructional effectiveness and equity in student learning opportunities	Evaluation	1/1/2015	Ongoing	McREL, walkthroughs, ACT, MAP, PAWS, CFAs	N/A	Principals, DCIA, Superintendent
Reading and math teaching strategies and instructional techniques will be incorporated into all content areas	Professional Development	9/1/2014	Ongoing	Dr. Gillis (Univ of Wyoming), Title I,	Title IIA, General Fund, Title I, Special Education	Teachers, Support Staff, Admiinistrators, School Board

Strategy 4

Instruction and curriculum will be aligned to match current students abities and instructional needs

Activity	Activity Type	Beginning Date	Ending Date	Resources Assigned	Sources of Funding	Staff Responsible
Students in grades K-5 will be grouped according to subject ability and curriculum will be adjusted to ensure challenging and equitable learning opportunities	Instruction	8/22/2014	Ongoing	Data Team process, RTI, Silverback/Milepost, Powerschool	Title IIA, General Fund	Teachers, Principals, DCIA
Teachers will review student achievement data and curriculum needs weekly to determine adjustments in instruction and curriculum	Instruction	8/20/2014	Fridays Weekly	Data Team process, RTI, Silverback/Milepost, Powerschool	N/A	Teachers, Principals

Teachers will determine interventions and/or strategies necessary to meet individual student learning needs based on weekly review of data and track in Milepost	Instruction/Intervention	8/20/2014	Ongoing	Data Team process, RTI, Silverback/Milepost, Powerschool	N/A	Teachers, Principals
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Strategy 5

Build uniform capacity among administrators to strengthen evaluation and feedback of school systems

Activity	Activity Type	Beginning Date	Ending Date	Resources Assigned	Sources of Funding	Staff Responsible
Administrators will learn engagement strategies that increase instructional effectiveness and be able to increase evaluation and teaching skill	Professional Development	8/18/2014	Ongoing	Frank Smith	Title IIA, General Fund	Principals
Administrators will review current evaluation process and practices to determine course of direction to ensure quality instruction and instructional leadership is evident at all levels	Professional Development	10/1/2013	Ongoing	McREL, UWCEL, Danielson, Marzano, PD360, Hattie, Daggett	Title IIA, General Fund	Principals, Director of CIA, Superintendent, Director of Special Education
Administrators will learn evaluation and instructional leadership strategies to improve teacher evaluation and feedback techniques	Professional Development	9/1/2013	May 2015	Karen Cloninger, U of Washington CEL	Title IIA, General Fund	Principals, Director of CIA, Superintendent, Director of Special Education
ASCD						
Jill Jackson						

STD 2, INDICATOR 2.5:

The system operates under governance and leadership that promotes and supports student performance and system effectiveness.

Purpose & Direction: The purpose and direction of the Platte #1 district is entrenched in its Mission and Vision of continuously improving student performance and its operations. A formalized process for review of the Mission and Vision is being adopted to review their relevancy each year. This process will include the review of key student data and school improvement plans to determine key areas that will be monitored and evaluated. SMART goals will be established by all levels in the organization to keep the district on a course to meet its Mission and Vision.

Continuous improvement requires the establishment of shared values and shared visions for our students. To create these shared values and visions we must have an effective communication system with the goals of providing timely, efficient information and receiving constructive feedback from all stakeholders.

To help the district accomplish this portion of its mission and to meet Indicator 2.5, the following action plan items have been established:

Creation of a Two-Way Communication Plan

The district has created active system and school webpages to promote classroom activities and accomplishments. It is also the central location for staff, students and community members to go to locate district information such as board meeting agendas, minutes and policies, online forms and employment information, as well as curriculum, instruction and assessment data. The district has also established a consolidated calendar that provides comprehensive data on upcoming activities and events.

In addition to the continuously updated webpages, the district office uses a Facebook page to notify community members of these items and to allow limited feedback through comments and "Likes". Usage of the Facebook page allows for additional pictures and video not presented on our webpage. The goal for the Facebook page is to reach 500 "Likes" by December 15, 2015.

The district will begin utilizing an interactive (two-way) communication software to allow input from stakeholders on a variety of topics including testing preparation, professional development, calendar and scheduling, to name just a few. The district will research and implement software that will be able to accomplish the task of posing information, issues and items with the ability to receive responses in a filtered, controlled environment that does not allow for anonymity.

Communication of the Mission and Vision of the System and Each School

The district established "Reach the PEAK: Prepared, Engaged, Active, Knowledgeable" as its vision and has worked to incorporate that deeply into its mission. It will continue to be at the core of our efforts to continuously improve our system operations, teaching practices, and student achievements. To help institutionalize the PEAK the district will establish a common language related to the vision. Students, teachers, administrators and board members will be challenged on a daily basis to be Prepared for the tasks at hand, Engaged by accepting the responsibility of their own learning or duties, Active by positively participating in the school, community and world around them, and Knowledgeable by becoming informed, free-minded citizens in school, community and global affairs.

Each individual school will develop its own Mission and Vision that incorporates their own shared values and visions, but that also includes the core

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STATEMENT: *Review the purpose and direction of the district and chart a clear concise course for continuous improvement of student performance and engage all stakeholders in the process.*

Indicator 2.5: Leadership engages stakeholders effectively in support of the system's purpose and direction.



"Difficulties in communication and logistical coordination of calendars, resources, and events were evident to the team and described by stakeholders at all levels.

Establishment of policy and procedure is a central function of the district which should equitably inform, coordinate, support, and guide operations across the district.

-Advanced report

value of continuous improvement. This process will begin during staff meetings and school improvement team meetings in the spring of the school year or immediately upon returning from summer break. Along with the mission and vision, school goals will be established and presented to the school board to help the district determine its own ongoing system-wide goals.

Prioritize and Clarify Elements of the District's and Schools Initiatives

Following the completion of school and system goals, they will be prioritized and communicated as the initiatives and action items required to accomplish them. The timeline below outlines the current initiatives in place as of December 2014. Commitment, both of time and money, will be paramount to the success of these initiatives and every effort will be made to fully implement them to achievement increased student achievement and opportunities.

Improvement Priority: Review the purpose and direction of the district and chart a clear concise course for continuous improvement of student performance and engage all stakeholders in the process.

Related Indicator: 2.5

Goal:

Increase communication to all district stakeholders by a variety of methods both synchronous and asynchronous

Measurable Objective:

Strategy 1:

The district will implement a two-way communication plan for all stakeholders across the district

Activity	Activity Type	Beginning Date	Ending Date	Resources Assigned	Sources of Funding	Staff Responsible
The district will create a Facebook account to provide student information and activities to promote greater understanding of classroom activities	Communication	7/1/2013	Ongoing	Dreamweaver, District Network Webserver	General Fund	Admin Asst, Supt
District will update its website to allow for greater organization and communication of district events and activities	Communication	7/1/2013	Ongoing	Dreamweaver, District Network Webserver	General Fund	Admin Asst, Supt, Bldg Secretaries, Computer Specialists, Principals
The district will utilize an interactive communication software to allow input from stakeholders on a variety of topics including testing prep, PD, clarification of topics or general feedback on operations	Communication	1/1/2015	Ongoing	MindMixer	General Fund, WSBA	Admin Asst, Supt

Strategy 2:

Communicate mission and vision

Activity	Activity Type	Beginning Date	Ending Date	Resources Assigned	Sources of Funding	Staff Responsible
Establish a common language	Bd Work Session	October Annually				
M&V will be posted in parent and student handbooks	Communication	8/1/2014	Ongoing	Parent & Student Handbooks	Building Budgets	Principals
Posted on School Web page	Communication	10/1/2013	Ongoing	Adobe Dreamweaver	General Fund	Superintendent, Admin Assistant
Added to daily announcements read by student over the PA (west)	Communication	8/22/2014	Ongoing	N/A	N/A	Principals
posted on district and school letter head	Communication	10/1/2014	Ongoing	N/A	N/A	All staff

Strategy 3:

Clearly identify process for the review and/or revision of the Mission and Vision

Activity	Activity Type	Beginning Date	Ending Date	Resources Assigned	Sources of Funding	Staff Responsible
Mission and Vision at West are scheduled to review and update mission and vision		10/14/2014	12/1/2014			SIT team
Mission and Vision at Libbey are scheduled for review each spring to be ready to start the next school year. We need to finish this process.		10/14/2014	12/1/2014			SIT team

Strategy 4:

Prioritize and clarify elements of the mission and vision as it relates to the operation of the district for the coming year

Activity	Activity Type	Beginning Date	Ending Date	Resources Assigned	Sources of Funding	Staff Responsible
School board will identify for themselves ways the mission and vision relates to their roles (i.e. how are they Prepared, Engaged?, etc.						
Reviewed with teachers during McREL end of year goal setting to insure alignment		5/1/2015	5/30/2014			Principal and certified staff
Reading in the Content Area	PD in the area of using content specific reading strategies to increase student engagement and understanding within the content area.	8/19/2014	5/29/2014	General materials.	General building fund	Steve Loyd-Principal, Shannon Brow-I.F.