

Snowy Range Academy Strategic Plan – 2015-2016 School Year

Vision Statement: Our goal is to help every child strive for excellence –in academics, character, and citizenship within a rich intellectual environment. To achieve this:

- Students will come prepared to learn
- Parents will assist with the children’s education and support the school through service
- Teachers will maintain high expectations
- The Board and Principal will provide strong effective leadership

Our Mission: The mission of Snowy Range Academy is to offer an academically rigorous, content-rich, integrated educational program grounded in a common foundation and sequence of study. The Snowy Range Academy will provide excellence and fairness in education by operating according to policies based on values of inclusiveness, personal responsibility, honesty, self-reliance, and courtesy.

Snowy Range Academy SNOCh (Strengths, Needs, Opportunities, Challenges) Analysis:

Strengths	Needs/Growth Areas
<ul style="list-style-type: none"> • Strong, dedicated administration and staff • Professionally trained staff, staff longevity, and morale • Strong, dedicated, cohesive board • Two successful charter renewals • Excellent financial management • Education reform-minded school • Academically rigorous, content-rich curriculum • First charter school in Wyoming providing historical context and guidance to others • Good networking and collaboration at the community level and state-wide • Student Uniform Code • Consistent, structured, and communicated discipline program • Character Education Program • Students are excited about learning, and love coming to school • Improved use of technology and technology curriculum • Improved public perception • Commitment to SRA’s mission and vision • Cooperation with ACSD #1 • State-funded/provided facility; Inclusion in the facilities planning process with SFD and ACSD#1 • Comparative excellence on national and state standardized tests • Proactive approach to school security and student safety • Core Knowledge School of Distinction 	<ul style="list-style-type: none"> • More parental involvement, volunteering commitment, & board recruitment • Communication across all levels (internal and external) • Communicate with constituencies about SRA including alumni group for student recruitment/retention • Private financial contributions and grants • Retention of students in the middle school grades and growth of middle school student body • Evaluate and monitor new teacher evaluation tool • Expansion opportunities • Parent education to preserve school’s history, policies, and philosophies; Improved understanding of middle school process • Recruitment of quality personnel • Focus on writing across the curriculum • Improve overall school-wide science curriculum/program • Ensuring that enrollment grows, furthering the need for expansion
Opportunities	Challenges
<ul style="list-style-type: none"> • Content expertise of UW/LCCC/WyoTech/SRA population and local businesses • Responding to charter school inquiries from other Wyoming districts • Host UW student teachers, as appropriate • Continue teacher mentoring • Better community relations, including publicity • Become an official Spalding school with a Spalding certified teacher/trainer • Pioneer role in developing process for handling charter school facilities statewide • Creation of SRA Writing Curriculum • Aligning Special Education with SRA philosophy • Cooperation with ACSD #1 	<ul style="list-style-type: none"> • Public perception • Less-than-favorable state regulations • Continuity of sufficient funding/budget to support current operations, growth, facilities, and programs • District-wide curricular articulation • Inclusion in the facilities planning process with SFD and ACSD#1 • Cooperation with LHS and LJHS for information flow regarding student activities

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Goals	Strategies	Indicators of Progress	Person Responsible
<p>1. 90% of students in grades 3 through 8 will meet or exceed benchmarks in English Language Arts by 5/26/16 as measured by the annual MAP results.</p>	<p>A. Spalding Language Arts will continue to be used for daily phonogram practice, Ayres word reading, and spelling rule application.</p>	<p>a. Growth will be monitored for each student using: M&M, DIBELS, McCall Crabbs/Harby passages, MAP, and Terra Nova. NLM-Cubed will be used as a tier 2/3 assessment.</p>	<p>Dawn Wilson Shelly Donner Catherine Symchych Eric Wright Classroom Teachers Patty McGrew Tutors</p>
	<p>B. Teachers will follow Spalding Teacher Guides and integrate Core Knowledge reading curriculum.</p>	<p>b. For non-proficient students, a review of progress will occur within one year of implementation to determine continuance of the ILP.</p>	
	<p>C. Teachers will continue to provide direct instruction in Spalding Language Arts including use of the M&M tests and the McCall-Crabbs/Harby passages.</p>	<p>c. Students attending reading tutoring program will be monitored regularly and with fidelity.</p>	
	<p>D. Teachers will continue to provide practice in reading comprehension by using higher level questioning strategies.</p>		
	<p>E. The Reading Specialist will work directly with struggling readers and their classroom teachers and parents to progress monitor the students and design individual strategies for success.</p>		
	<p>F. Across grade level collaboration will include modeling, coaching, and mentoring of the language arts program.</p>		
	<p>G. Parents of new students will be encouraged to attend Spalding training at the beginning of the year.</p>		
	<p>H. Incoming students will attend summer school to begin instruction in Spalding Language Arts.</p>		
	<p>I. SRA will provide a free tutoring program for non-proficient readers.</p>		
	<p>J. All students, particularly those in grades 4 through 8, will be encouraged and/or required to attend the Reading Center for additional support in reading.</p>		
	<p>K. All students, particularly those in middle school, will be encouraged or required to use the SRA Writing Center throughout the school year.</p>		
	<p>L. The school librarian will coordinate with classroom teachers to support curriculum and instruction.</p>		

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<p>2. 94% of K-2nd grade students will demonstrate a proficiency of growing from emergent readers to meeting grade-level benchmarks in English Language Arts by 5/26/16 as measured by MAP results.</p>	<p>A. All students will receive high quality instruction in Spalding Language Arts during core academic time.</p>	<p>a. Growth will be monitored for each student using: M&M, DIBELS, Barton, NLM-Cubed (as appropriate), McCall Crabbs/Harby passages, MAP, and Terra Nova.</p>	<p>Dawn Wilson Patty McGrew All Primary Teachers</p>
	<p>B. Emergent readers in grades K-2 will participate in additional reading support with the Literacy Teacher. She will provide remedial instruction and additional reading instructional strategies for students in need.</p>	<p>b. For non-proficient students, a review of progress will occur within one year of implementation to determine continuance of the IRP.</p>	
	<p>C. Emergent readers in grades K-2 will receive additional support in reading instruction and will be provided with additional leveled readers for take-home practice.</p>	<p>c. Students attending reading tutoring will be monitored using: Barton Reading and additional resources.</p>	
	<p>D. All students in grades K-2 who are emergent readers will be placed on an Individual Reading Plan to provide support and goals for meeting grade-level benchmarks.</p>		
<p>3. In an effort to improve writing skills across the curriculum in all grade levels, SRA will create grade level writing curriculum for all grades.</p>	<p>A. All teachers will use student writing samples to monitor student progress in writing at the beginning, middle, and end of the school year.</p>	<p>a. A draft of a writing curriculum for Grades K through 8 will be completed.</p>	<p>Dawn Wilson Mandy Toll Trish Jacobsen Megan Smerud Brianna Wagman Shelly Donner Megan Switzer Darian Thrailkill Kristy Palmer Eric Wright All additional subject area teachers Board of Directors</p>
	<p>B. Teachers will instruct students in the application of editing and revising.</p>	<p>b. Committee notes</p>	
	<p>C. The teacher will use quality literature to model good writing.</p>		
	<p>D. The teacher will use daily oral language exercises to practice grammar and punctuation.</p>		
	<p>E. The students will demonstrate their ability to write using proper grammar across the curriculum.</p>		
	<p>F. Teachers will encourage students to employ writing techniques and mechanics across the curriculum and in all subject areas.</p>		
	<p>G. A curriculum committee will be created to review alternate curricula and interim writing assessments.</p>		
	<p>H. Teachers will use the Six Traits or Step Up rubrics to analyze student writing.</p>		
	<p>I. All students, particularly those in middle school, will be encouraged or required to use the Writing Center.</p>		

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<p>4. 92% of students in grades K through 9 will demonstrate proficiency in mathematics by 5/26/16 as measured by MAP.</p>	A. Students will identify question words and phrases across the curriculum. Enhance curriculum with bar modeling, mental math, visual representation and improved conceptual strategies.	<p>a. Growth will be monitored by the MAP math assessment.</p>	<p>Dawn Wilson Shelly Donner Mandy Toll Trisha Jacobsen Megan Smerud Megan Switzer Darian Thrailkill Kristy Palmer Sammi Cripps Tutors</p>
	B. Non-proficient (Special Ed) students will have the opportunity to use visual cue cards to determine question words or phrases during daily math activities.		
	C. The teacher will scaffold how and when to use the visual cues.		
	D. The teacher will provide the students with multiple problem solving strategies and demonstrate how to use them.		
	E. The school will offer parent nights to provide parents with math enrichment opportunities to use at home.		
	F. Middle school students will be encouraged to use Edmodo, including its "Snapshot" feature for CCSS and links to Khan Academy.		
	G. SRA will provide a free tutoring program for students who are not proficient in math. Students involved in afterschool tutoring will use MobyMax and Camelot.		
<p>5. 75% of students in grades 4 and 8 will demonstrate proficiency in science by 5/26/16 as measured by overall PAWS results.</p>	A. Students will identify question words and phrases across the curriculum.	<p>a. Interim growth will be measured through the MAP Science assessment.</p>	<p>Dawn Wilson Megan Switzer Darian Thrailkill Kristy Palmer Samantha Suter Tutors</p>
	B. Students will interpret graphs in all areas of the curriculum and will be asked to draw conclusions based on data.		
	C. Teachers will use higher order questions strategies to develop critical thinking skills in all students.		
	D. Technology will be used to help students organize data into charts and graphs.		
	E. Teachers will access the wide variety of school resources for science and use on-site experts to assist with content knowledge and instructional methods, particularly for increasing student engagement with scientific inquiry and scientific process.		
	F. Teachers will actively use the parent community as guest speakers for a variety of science topics throughout the school year, including UW faculty and programs (Science Posse, Exploring Engineering, etc.).		

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6. All students enrolled in Special Education classes will perform at or above the basic level in all subject areas as measured by MAP (K-9) and PAWS (3-8).	A. Explicitly teach PAWS vocabulary. B. Used released PAWS items to assist students with content and familiarity. C. Use MAP data to drive instruction through the use of the Descartes system. Hold regular curricular planning meetings with Special Ed teachers to ensure students are progressing. D. Send home high interest, low level readers for students who qualify. E. Use of Barton program to assist students with early literacy skills.	a. MAP results will improve from Fall to Winter to Spring. DIBELS results will show steady improvement for all students.	Dawn Wilson Roxane Todd Andrea Bloom General Education Teachers
7. Develop and implement a Master Facility Plan for SRA to expand into remainder of the building.	A. Maintain frequent contact with ACSD #1 administration to ensure we meet SFD deadlines for funding requests. B. Meet with SFD Director to better understand construction funding process. C. Meet with local and state legislators to solicit their support of SRA's request for Major Capital Construction funding. D. Conduct market analysis of community needs/solicit input from stakeholders regarding building design and needs. E. Conduct an anysis of pre-Kindergarten market and develop an implementation strategy for offering a Pre-K program by Fall 2016. F. Complete schematic design for the entire building. G. Explore all capital construction and funding options available to charter/public schools. H. Visit successful schools in Colorado and Wyoming to obtain facility ideas.	a. SRA receives Major Capital Construction funding and construction/expansion begins by summer 2016.	Margarita Rovani SRA Expansion Comm Board of Directors
8. Demonstrate a behavior of successful recruitment of new Board members by April 2016 as measured by the nomination of three to six board candidates, depending on vacancies, for possible election to the Board of Directors.	A. Operations Manager will recruit between 3-6 parent and staff members to serve on the Nominating Committee. B. The Nominating Committee and Board will meet regularly throughout the Spring to ensure compliance with nominating procedures and to ensure strong candidate pool for the Annual Meeting. C. Nominating Committee and Board members will recruit prospective board candidates through active networking.	a. Three to six parent candidates, depending on board vacancies, will be nominated for possible election to the Board of Directors	Margarita Rovani Nominating Committee Board of Directors
9. Maintain 75% student enrollment for middle school matriculation grade through the development of a middle school identity.	A. Improve education of community regarding middle school options. B. Matriculating Middle School Parent Night. C. Communication with and feedback from current and past SRA parents and students. D. Continue to explore connecting SRA curriculum to disciplines at UW (guest speakers, trips, etc.), student groups, UW Admissions staff, etc. to build bridge with higher education. E. Board members will communicate within the community regarding SRA.	a. Middle school enrollment and student retention in grades 6-8 will increase.	Board of Directors Dawn Wilson Margarita Rovani

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10. Become an Official Spalding School.	A. Continue teacher training for Spalding trainer certification.		Dawn Wilson Shelly Donner Trish Jacobsen
11. Increase SRA enrollment and student retention.	A. Maintain SRA Facebook or other social media page.	a. Enrollment will increase.	Margarita Rovani Dawn Wilson Board of Directors
	B. Redesign website and update regularly.		
	C. Develop series of ads marketing SRA's attributes and educational value.		
	D. Invite Boomerang to school events to highlight what students are learning and doing.		
	E. Celebrate and publicize student success.		
	F. Produce videos providing information on SRA's founding and philosophy of education.		
	G. Produce video testimonials by parents, students, others promoting SRA.		
12. Improve funding model for charter schools through legislative action	A. Work with local legislators and Joint Appropriations Committee toward a revised funding model that will provide charter schools with funding for certain key central office/operations personnel such as IT support, counseling, office support, etc. This is a long term goal that may take 2-3 years to accomplish.	a. Increased funding for additional personnel.	Margarita Rovani Board of Directors