

## Snowy Range Academy 2022-2032 Strategic Plan

Goals	Strategies	Indicators of Progress	Person Responsible
<p><b>1a.</b> 95% of students in grades 3 through 8 will meet or exceed benchmarks in English Language Arts by 6/1/23 as measured by MAP.</p> <p><b>1b.</b> 82% of students in grades 3 through 8 will meet or exceed benchmarks in English Language Arts by 6/1/23 as measured by WY-TOPP.</p>	A. Spalding Language Arts will continue to be used for daily phonogram practice, Ayres word reading, and spelling rule application.	a. Growth will be monitored for each student using: M&M, DIBELS, McCall Crabbs/Harby passages, and MAP. NLM-Cubed will be used as a tier 2/3 assessment.	Principal, Librarian, Instructional Facilitator, Staff, Literacy/Math Interventionist, Tutors
	B. Teachers will follow Spalding Teacher Guides and integrate Core Knowledge literature.	b. For non-proficient students, a review of progress will occur within one year of implementation to determine continuance of the ILP.	
	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.	c. Students attending reading tutoring program will be monitored regularly and with fidelity.	
	D. Teachers will continue to provide practice in reading comprehension by using higher level questioning strategies.		
	E. MTSS team will work directly with struggling readers and their classroom teachers and parents to progress monitor the students and design individual strategies for success.		
	F. Across grade levels collaboration will include modeling, coaching, and mentoring of the language arts program.		
	G. Parents of new students will be encouraged to attend Spalding training at the beginning of the year.		
	H. Incoming students will attend summer SRA Orientation classes to begin instruction in Spalding Language Arts.		
	I. SRA will provide a free tutoring program for non-proficient readers.		
	J. The instructional facilitator and school librarian will coordinate with classroom teachers to support curriculum and instruction.		
<p><b>2a.</b> 95% of students in grades 3 through 8 will maintain proficiency in mathematics by 6/1/23 as measured by MAP.</p> <p><b>2b.</b> 78% of students in grades 3 through 8 will demonstrate proficiency in mathematics by 6/1/23 as measured by WYTOPP.</p>	A. Students will identify questions, words and phrases across the curriculum. Enhance curriculum with bar modeling, mental math, visual representation and improved conceptual strategies.	a. Growth will be measured through curriculum based benchmark assessments, school-wide math screeners and MAP performance.	Staff, Literacy/Math Interventionist, Tutors
	B. The teacher will scaffold how and when to use visual cues.		
	C. The teacher will provide the students with multiple problem solving strategies and demonstrate how to use them.		
	D. The school will offer parent nights to provide parents with math enrichment opportunities to use at home.		
	E. SRA will provide a free tutoring program for students who are not proficient in math.		
<p><b>3.</b> 91% of students in grades K through 2 will demonstrate proficiency of growing from emergent readers to meeting grade-level benchmarks in English Language Arts by 6/1/23 as measured by MAP.</p>	A. All students will receive high quality instruction in Spalding Language Arts during core academic time.	a. Growth will be monitored for each student using: M&M, DIBELS, Barton, McCall Crabbs/Harby passages and MAP.	Principal, Instructional Facilitator, Interventionist, Primary Certified Staff
	B. Emergent readers in grades K-2 will participate in additional reading support from the MTSS team.	b. For non-proficient students, a review of progress will occur monthly to determine continuance of the IRP.	
	C. MTSS team will hold monthly data team meeting with grade level teachers to support and guide individual learning needs.	c. Students attending reading tutoring will be monitored using: Barton Reading and additional resources.	
	D. Through review of data, the MTSS team will develop strategies for individual students to support their reading goals.		
<p><b>4.</b> 95% of students in grades K through 2 will demonstrate proficiency in mathematics by 6/1/23 as measured by MAP.</p>	A. Students will identify questions, words and phrases across the curriculum. Enhance curriculum with bar modeling, mental math, visual representation and improved conceptual strategies.	a. Growth will be monitored by the MAP math assessment.	Principal, Instructional Facilitator, Math Interventionist, Primary Certified Staff, Tutors
	B. Non-proficient (Special Ed) students will have the opportunity to use visual cue cards to determine questions, words or phrases during daily math activities.		
	C. The teacher will scaffold how and when to use visual cues.		
	D. The teacher will provide the students with multiple problem solving strategies and demonstrate how to use them.		
	E. Across grade level collaboration will include modeling, coaching, and mentoring of the math program.		
	F. The school will offer parent nights to provide parents with math enrichment opportunities to use at home.		
	G. SRA will provide a free tutoring program for students who are not proficient in math.		
<p><b>5.</b> 83% of students in grades 4 and 8 will demonstrate proficiency in science by 6/1/23 as measured by overall WY-TOPP.</p>	A. Students will identify question words and phrases across the curriculum.	a. Interim growth will be measured through the MAP Science assessment.	Principal, MS Science Teacher, Instructional Facilitator, Certified Staff
	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.)		
<p><b>6a.</b> 65% of all identified Special Education students will perform at or above the basic level in ELA measured by WY-TOPP (3-8).</p> <p><b>6b.</b> 50% of all identified Special Education students will perform at or above the basic level in math measured by WY-TOPP (3-8).</p>	A. Explicitly teach WY-TOPP vocabulary.	a. MAP results will improve from Fall to Winter to Spring. DIBELS results will show steady improvement for all students.	Principal, Special Education Teachers, Certified Staff
	B. Review released WY-TOPP items to assist students with content and familiarity.		
	C. Review 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.		
<p><b>7.</b> Complete in-depth study to determine and pilot new K-8 math curriculum for piloting in fall of 2022.</p>	E. Implementation of Barton program to assist students with early literacy skills.	b. Participate in ACSD 1 Math IMET instruction and curricular selection process.	Principal, Instructional Facilitator, Certified Teachers, Curriculum Committee, Board of Directors
	A. Create a plan for selecting a new math curriculum. (Summer/Fall 2021)		
	B. Use the mission and vision of SRA to identify needs that a curriculum must have to be considered for SRA.		
	C. Identify math curriculums that meet the needs of SRA. (Dec. 2021)		
	D. Formation of math curriculum Search Committee. (Dec. 2021)		
	E. Order samples of identified math curriculums. (Dec. 2021)		
	F. Using samples narrow choices and teach sample lessons in selected grades.		
G. Committee makes recommendation of new curriculum(s) to pilot in Fall 2022 in K-8 classrooms. (April 2022)			
H. Committee makes recommendation to SRA board for new curriculum choice(s). Board approves a pilot curriculum.			

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	I. Pilot new Math curriculum(s) in K-8 Fall 2022.		
8. SRA will implement a multi-tiered System of Supports K-8 to support student learning.	A. Provide professional development to develop school-wide understanding and buy-in of MTSS process.	a. MTSS team developed goals from MTSS implementation year 1.	Principal, Instructional Facilitator, Certified Teachers, MTSS, Board of Directors
	B. Determine staff members responsible for implementation of school-wide MTSS process.	b. Universal assessments have been determined for ELA. Universal assessment criteria for intervention determination have been established.	
	C. Identify and provide training opportunities for identified MTSS team members.	c. Schoolwide training provided in MTSS development and Social Emotional Learning.	
	D. Define roles and responsibilities of MTSS team members.	d. Tier 2 interventions have been determined for ELA with full implementation for Tiers 2a and 2b.	
	E. Determine Information Management System for MTSS process.	e. Information system has been determined and training is in progress.	
	F. Identify all components of Tier 1 instruction school-wide for ELA, Social Emotional learning, Math, and Writing.	f. Progress monitoring tools have been established and data is used to determine intervention responses.	
	G. Identify assessment tools used for determining student performance and identify cut scores.	g. Weekly data meetings are held to discuss framework concepts and data.	
	H. Identify components of Tier 2 instruction for ELA, Math and Writing.	h. Attended state training in MTSS system component.	
	I. Identify evidence based intervention programs and practices for Tier 2a and 2b in ELA, Math, Writing, and Social Emotional Learning.	i. Tier 2 behavior and social emotional needs are addressed through evidence based practices.	
	J. Identify progress monitoring tools for ELA, Math, and Social Emotional Learning; determine how often tool will be utilized.		
	K. Determine SBIT process and embed into MTSS process.		
	L. Determine Tier 3 evidence based interventions for ELA, Math, Writing, and Social Emotional Learning. Determine SAI process during Tier 3 instruction.		
	M. Identify a process to determine effectiveness of Tier 1 instruction. Determine areas within the framework that need adjustment through data and fidelity assessments.		
9. Accommodate projected K-8 enrollment needs for fall 2024-2025, fall 2025-2026 and fall 2026-2027. (K-8th two sections of students)	A. Extend a one-year renewal lease term to the Dollar Tree (Fall 2022) to allow SRA to begin construction to accommodate enrollment growth for the 2024-25 school year.	a. Dollar Tree, SRA and ACS D1 agree to a one year lease extension.	Board of Directors, Expansion Committee, Principal, Business Manager
	B. Interview and secure an architect to provide a master building plan with phased buildout options to accommodate projected enrollment growth by year. (Spring 2022)	b. An architect is hired and a master building plan is designed.	
	C. Obtain total and phased cost estimates for construction needs based on projected growth by year.	c. Architect provides cost estimates to SRA.	
	D. Investigate funding sources for expansion. d1. Continue to recruit volunteers to help us identify and apply for grants such as the Louis Calder Grant that SRA has applied to and received major expansion monies from in the past. d2. Establish relationships with private donors. d3. Traditional fundraising: benefit gala, events, raffles, etc. d4. Discuss funding options with Ryan Alexander, Senior Vice President of the Facilities Investment Fund. This company provides fixed-rate loans to high-performing charter schools specifically for expansion. d5. Determine the need for a low-interest rate construction loan.	d. Funding for construction is acquired from either one or a combination of many sources to meet expansion needs without compromising education for SRA students.	
	E. Renovation of the Dollar Tree building to begin June 2023 for additional classrooms and spaces needed to accommodate education for at least the 2024-25 school year depending on most efficient construction plan and available funding.	e. SRA is able to accommodate the projected K-8 enrollment in the newly built classrooms by Fall 2024.	
10. Improve communication across all levels, internal and external.	A. Evaluate current methods of school to home communication K-8.	a. Increased website use and positive feedback about website functionality in parent survey.	Principal, Office Manager, Business Manager, Board of Directors
	B. Review feedback provided by stakeholders concerning communication preferences and use information identified in annual parent survey to make improvements.	b. Positive and improved parent feedback concerning school to home communication.	
	C. Evaluate current school website to determine areas for improvement including functionality, ease of use and appearance.		
	Implement identified improvements and evaluate effectiveness through monitoring website use and parent feedback.		
11. Demonstrate ongoing robust recruitment of new Board members as measured by the nomination of three to six board candidates, depending on vacancies, for possible election to the Board of Directors.	A. Principal will recruit between 3-6 parent and staff members to serve on the SRA Board Nominating Committee as outlined in the SRA by-laws.	a. Three to six parent candidates, depending on board vacancies, will be nominated for possible election to the Board of Directors.	Nominating Committee, Principal, Board of
	B. The Nominating Committee and Board will meet regularly throughout the Spring to ensure compliance with nominating procedures and to ensure a strong candidate pool for the Annual Meeting.		
	C. Nominating Committee and Board members will recruit prospective board candidates through active networking.		
12. Reapply and maintain National Blue Ribbon School status.	A. Maintain or increase SRA enrollment to ensure minimum student count is met.	a. SRA will be awarded a National Blue Ribbon.	Principal, Business Manager, Instructional Facilitator, Board of Directors
	B. Maintain or increase student performance on MAP and PAWS measures.		
	C. Solicit permission to apply for National Blue Ribbon status.		
	D. Complete application in Summer 2023. (repeating every five years)		
13. Begin planning for and revising charter and charter contract for presentation to ACS D#1 prior to 6/30/2021.	A. An ad hoc committee will be appointed by the SRA Board of Directors to begin work on the charter renewal application and contract by no later than June 1, 2021.	a. The charter is renewed for a 10 year term 2022-2032.	Board of Directors, Principal, Business Manager
	B. The ad hoc committee will work with SRA legal counsel as needed on amending the 2017 charter application and contract to reflect current operating practices and policies.		
14. Regain and retain Core Knowledge School of Distinction Status	A. A consultant from Core Knowledge will be secured by SRA during the summer of 2022 for professional development.	a. Professional development is scheduled and carried out. A plan is developed with components to meet distinction status. A site visit from Core Knowledge occurs and distinction status is awarded and retained.	Instructional Facilitator, Board of Directors, Principal, Manager
	B. SRA's Instructional Facilitator will work with the principal and staff to insure all aspects of the Core Knowledge curriculum are implemented during instruction and requirements for achieving distinction status are met.		