



SWEETWATER COUNTY SCHOOL DISTRICT #1

Comprehensive Professional Development Plan 2017-2018

Table of Contents

DISTRICT PROFILE.....	3
PURPOSE OF PLAN.....	4
CHARACTERISTICS OF QUALITY PROFESSIONAL DEVELOPMENT	5
1. Results-Driven	5
2. Standards-Based.....	6
3. Content-Rich.....	6
4. School-Centered.....	6
5. Job-Embedded.....	7
PROFESSIONAL DEVELOPMENT FRAMEWORK	8
1. Professional Development Evaluation Data.....	9
2. Vetting Process	10
3. Instructional Model PD Task Force.....	12
4. Surveys	13
5. Professional Development Opportunities	13
6. Curriculum Leadership Institute (CLI) Process.....	16
7. Instructional Teacher Leaders	17
8. District and School Improvement Plans.....	17
9. Employee Professional Development Plans	18
10. Board of Education.....	18
11. Communication Plan.....	18
12. Monitor and Review.....	18
APPENDICES.....	19
Appendix A	19
Appendix B	23
Appendix C.....	26
Appendix D	34
Appendix E	36
Appendix F.....	40
Appendix G	42
Appendix H	45
Appendix I	46
Appendix J.....	50
Appendix K	51
Appendix L.....	65
Appendix M	66
Appendix N	70
Appendix O	80
Appendix P.....	95
Appendix Q	108
Appendix R	145

DISTRICT PROFILE

NAME OF DISTRICT: Sweetwater County School District #1

DISTRICT ADDRESS: 3550 Foothill Blvd. P. O. Box 1089, Rock Springs, WY 82901

SUPERINTENDENT: Kelly McGovern

CHIEF ACADEMIC OFFICER: Wanda Maloney

TYPE OF DISTRICT: K-12

NAME OF BUILDING	GRADES	STUDENT ENROLLMENT	CERTIFIED STAFF MEMBERS	CLASSIFIED STAFF MEMBERS
Black Butte High School	9-12	90	18	3
Desert School	K-8	31	7	6
Desert View Elementary	K-4	311	33	12
Eastside Elementary	5-6	461	41	19
Farson-Eden School	K-12	161	23	15
Northpark Elementary	K-4	306	36	19
Overland Elementary	K-4	262	37	13
Pilot Butte Elementary	5-6	450	44	16
Rock Springs Junior High School	7-8	808	61	26
Rock Springs High School	9-12	1386	97	47
Sage Elementary	K-4	299	36	19
Stagecoach Elementary	K-4	297	38	17
Walnut Elementary	K-4	305	29	12
Westridge Elementary	K-4	345	35	14
District	K-12	5512	535	238

PURPOSE OF PLAN

Quality teaching impacts a student's success. Therefore, professional development is essential to ensure that every teacher has the opportunity to receive high-quality professional development and in turn every child has the opportunity to receive quality teaching. Every year teachers are required to do more, know more, and implement more. Professional development provides teachers with the support that they need to enhance their teaching and increase student learning.

The purpose of this plan is to guide professional development opportunities in Sweetwater County School District #1 and be a resource to administrators and educators. The plan includes:

- Characteristics of Quality Professional Development
- Professional Development Framework
- Sweetwater County School District #1 Professional Development Plan
- Appendices

The plan demonstrates the district's commitment to the staff, parents and students of the district. The plan is aligned with the **district mission** and the **vision statements**.

SCSD #1 Mission Statement:

To provide a quality education for all students.

We will accomplish this by:

- Making students our first priority.
- Utilizing community partnerships.
- Promoting professional excellence.
- Being a board committed to excellence in education.
- Providing a safe, orderly and efficient environment.

SCSD #1 Vision Statement:

As an innovative district, united with our community, we empower and inspire all students to academic excellence in pursuit of their interests and passions.

Operational Vision:

To empower and celebrate staff by providing quality training and support focused on a commitment to students.

Academic Vision:

To implement the Instructional Model which includes purposeful planning, quality instruction, resources, and assessment.

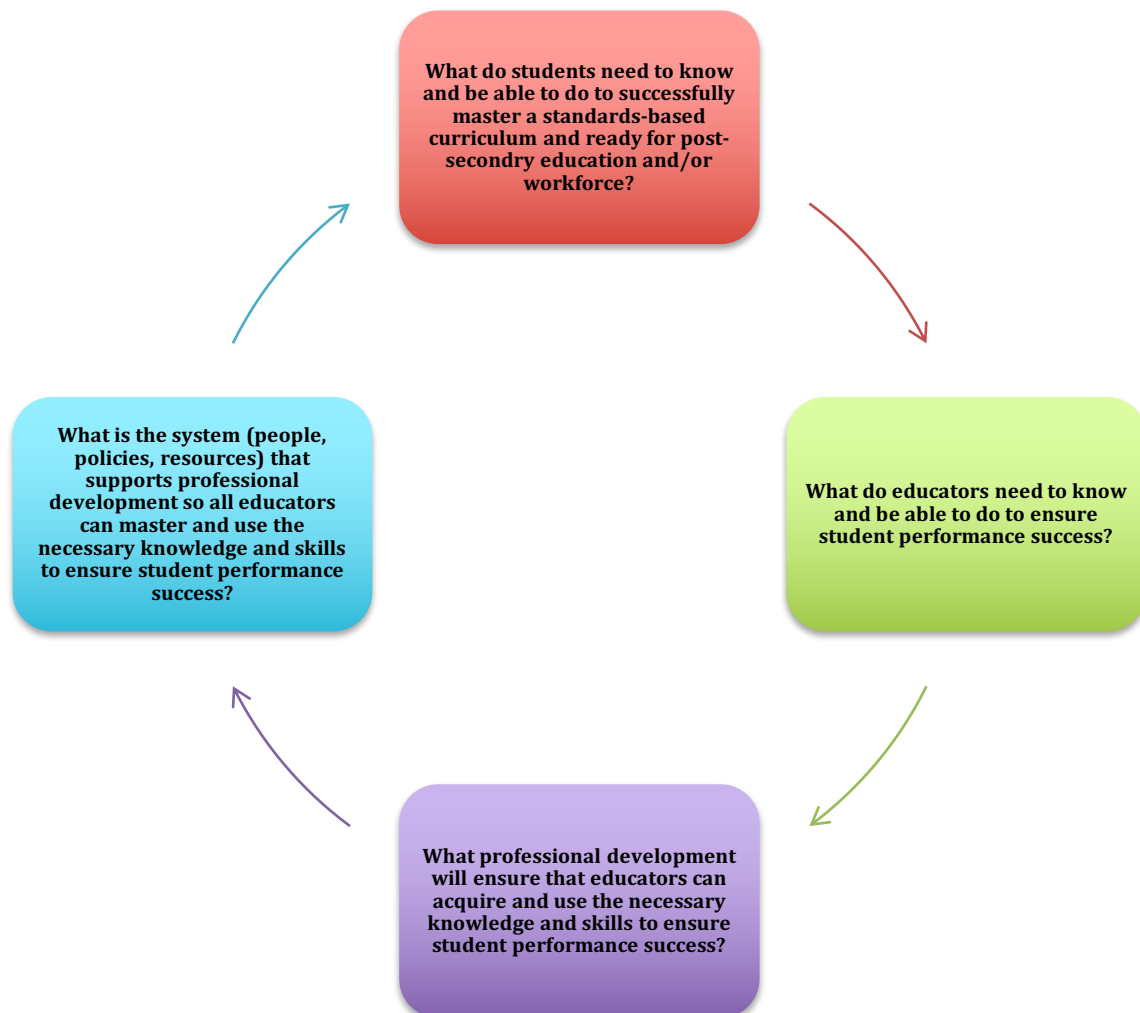
CHARACTERISTICS OF QUALITY PROFESSIONAL DEVELOPMENT

A comprehensive professional development plan is a system that supports continuous learning and improvement for educators that results in increased student achievement. Effective professional development is results-driven, standards-based, content-rich, school-centered, and job-embedded.

1. Results-Driven

- What are students expected to know and be able to do?
- What must educators know and be able to do to ensure student success?
- What professional development must be offered to enable educators to develop the knowledge and skills needed to produce the results they want for students?

Figure 1:



Source: Adapted from Roy, R. & Hord, S. (2004). Innovation configuration: Chart a measure course toward change. *Journal of Staff Development*, 25(2), 56.

2. Standards-Based

Standards for professional development are organized into three categories: context, process, and content. “Context” describes the organization or culture that supports professional development. Process describes how to plan, implement and evaluate professional development. Content describes the foundational knowledge that is essential for all staff.

- Context: How is the organization structured to support adult learning?
- Process: How is learning structured to support adult acquisition of new knowledge and skills?
- Content: What knowledge and skills must educators learn to produce higher levels of learning for all students?

Table 1: Learning Forward Standards for Professional Development

Professional Learning Communities	Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
Leadership	Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.
Resources	Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.
Data	Professional learning that increases educator effectiveness and results for all students’ uses a variety of sources. Including a variety of student, educator, and system data to plan, assess, and evaluate professional learning.
Learning Designs	Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.
Implementation	Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.
Outcomes	Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

Source: Learning Forward If not a workshop, then what?

3. Content-Rich

Higher levels of student achievement are associated with teachers’ opportunities to participate in sustained professional development grounded in content-specific pedagogy linked to the curriculum they are teaching. (Source: Darling-Hammond, L. (2000). *Teacher Quality and Student Achievement: A Review of State Policy Evidence*. Education Policy Analysis, 8(1), 7.)

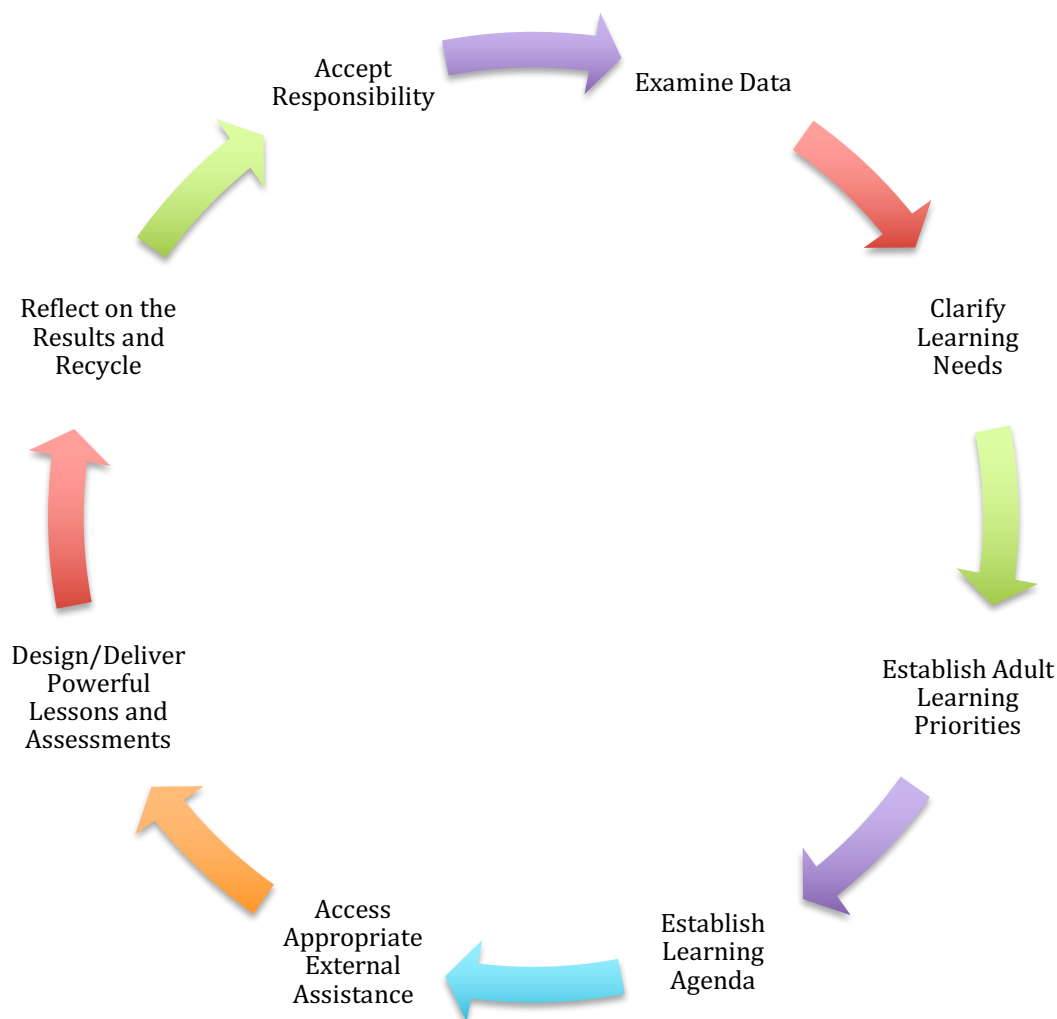
4. School-Centered

Both staff and students benefit from the effects of professional learning communities in schools; teachers are less isolated, share in the collective

responsibility for student success, and have higher morale and less absenteeism. Students in these schools also have less absenteeism, greater academic gains, and smaller achievement gaps between students of different backgrounds. (Source: Hord, S. (2003). *Professional Learning Communities: Perspectives From the Field*. New York, NY: Teachers College Press.)

5. Job-Embedded

Figure 2: Job-Embedded Professional Development



Job-Embedded Professional Development can be in many forms:

- Examine student data
- Case studies
- Classroom observations
- Develop formative assessments
- Action research
- Lesson planning with colleagues
- Peer or expert coaching
- Book studies
- Participate in video conferencing calls with an expert
- Classroom walk-through
- Research on the internet
- Lead a school committee

- Lesson study
- Curriculum mapping
- Coach a colleague
- Be a mentor; be mentored
- Join a professional network
- Write an article about your work
- Read journals, educational magazines, books
- Participate in a “Critical Friends” group
- Keep a reflective log, journal, or portfolio

Source: Killion, J., April 2008

PROFESSIONAL DEVELOPMENT FRAMEWORK

The term “professional development” means a comprehensive, substantiated and intensive approach to improving teachers’ and principals’ effectiveness in raising student achievement:

- A. Professional development fosters collective responsibility for improved student performance and must be comprised of professional learning that:
 - a. is aligned with Wyoming Content and Performance standards as well as District and School improvement goals;
 - b. is conducted among learning teams of certified staff, classified staff, administrators and other instructional staff at the school;
 - c. is facilitated by well-prepared administrators, instructional facilitators, or teacher leaders;
 - d. engages staff in a continuous cycle of improvement that-
 - i. analyzes the learning needs of students, teachers and the school through a thorough data review of teacher and student performance;
 - ii. defines rigorous clear goals based analysis of data;
 - iii. implements evidence-based learning strategies to improve instructional effectiveness and increase student achievement;
 - iv. provides coaching opportunities to support the implementation and transfer of new skills and knowledge;
 - v. regularly assess the effectiveness of the professional development in meeting set goals;
 - vi. informs ongoing improvements in teacher and student learning;
 - vii. may be facilitated by external consultants.
- B. Professional development may be supported by activities such as workshops, courses, institutes and conferences that:
 - a. address the learning goals and objectives established by the district and school;
 - b. advance the ongoing district or school professional development;
 - c. are provided by outside agencies, organizations or associations.



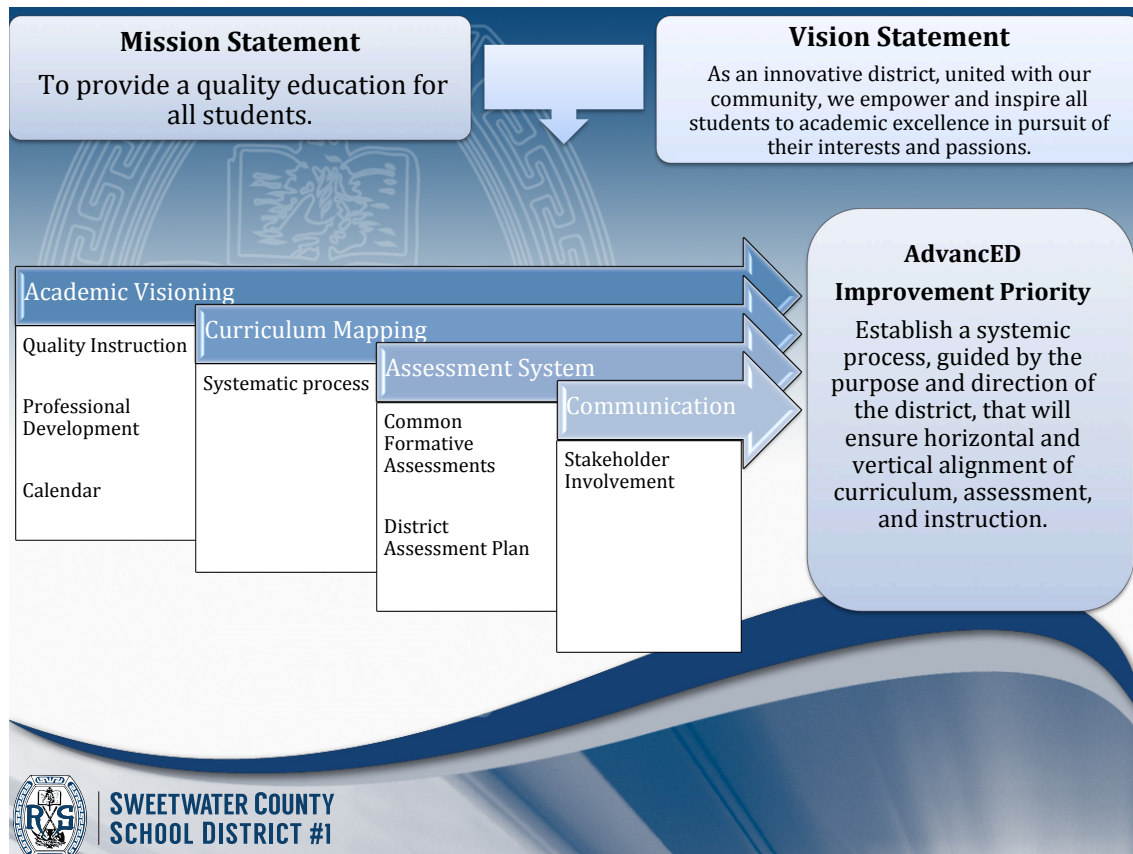
1. Professional Development Evaluation Data

District Professional Development Academic Vision Setting

Alignment of Professional Development to District and School Improvement Goals

SWEETWATER COUNTY SCHOOL DISTRICT #1

PROFESSIONAL DEVELOPMENT PLAN



Agenda item 9-a page 3

2. Vetting Process:

The purpose of the vision setting process is to set an academic vision for the district that will guide impactful decisions to propel our district to increased student achievement.

The academic and operational focus will help align our goals to achieve our mission and vision.

The district conducted several vetting sessions to get feedback from all stakeholders. The administrators and district leaders facilitated meetings at the school and department meetings. See Appendix A for an agenda and the processes.

The process used to gain feedback from all stakeholders was the Four Box. Each stakeholder was asked for their feedback on:

- What their school/department is doing
- What evidence do they have to support its effectiveness
- What is the priority for keeping it
- What should we be doing that we aren't

The timeline for the vetting sessions was:

- January 19, 2015: Cabinet visioning for academic and operational statements
- January 26, 2015: Cabinet members and district academic leaders
- February 2, 2015: Cabinet member and district academic leaders planning session
- February 5, 2015: Vision meeting: Academic and Operational leaders
- February 6-23, 2015: Department and school building vetting sessions
- February 24, 2015: District leadership team vision meeting
- March 10, 2016: District Department chairs vetting session
- March 23, 2016: District leadership team vision meeting
- April 20, 2017: District leadership team vision meeting

The themes that emerged from the vetting sessions included:

- Academic: Purposeful planning time, calendar and relationships
- Operational: Compliance, training, safety, relationships

The outcome from the vetting sessions were that an academic and operational vision were created that aligns to school and district improvement priorities as well as with the **district's mission** and **vision statement**.

SCSD #1 Mission Statement:

To provide a quality education for all students.

We will accomplish this by:

- Making students our first priority.
- Utilizing community partnerships.
- Promoting professional excellence.
- Being a board committed to excellence in education.
- Providing a safe, orderly, and efficient environment.

SCSD #1 Vision Statement:

As an innovative district, united with our community, we empower and inspire all students to academic excellence in pursuit of their interests and passions.

Operational Vision:

To empower and celebrate staff by providing quality training and support focused on a commitment to students.

Academic Vision:

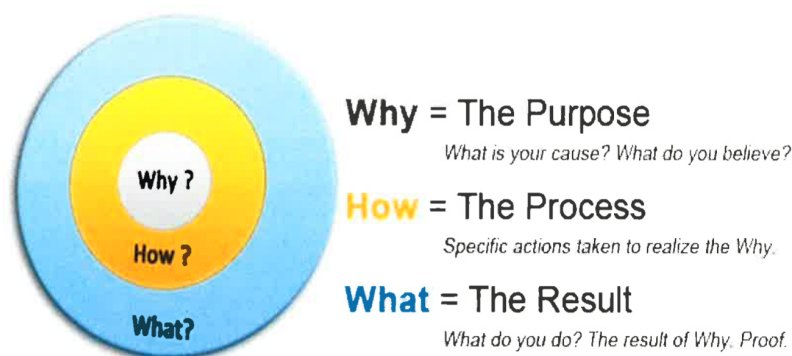
To implement the Instructional Model which includes purposeful planning, quality instruction, resources, and assessment.

Academic Vision: Instructional Model

Academic Vision: To implement the Instructional Model which includes purposeful planning, quality instruction, resources, and assessment.

The Golden Circles

<http://www.boscoanthony.com/the-golden-circle/>



Why

- We believe our teachers need additional planning time to implement more rigorous standards,
- We believe our teachers need time to plan differentiated approaches to learning for students with gaps or for students needing enrichment,
- We believe our teachers need time to locate and implement supplemental resources that will support the shifts in academic expectations
- We believe our teachers need more time to incorporate connections between the curriculum, assessment and instruction
- We believe our teachers need additional time to analyze data to make informed instructional decisions

How

- By utilizing qualified staff within the district to support this work and lead professional development
- By providing dedicated time during our professional development days for staff to work in grade level, departments and PLC groupings
- By providing a resource called an Instructional Planning Resource to guide this work

What

- The result will be increased student achievement
- The result will be increased teacher efficacy
- The result will be consistency in quality instruction across classrooms

Operational Vision: Empower and celebrate staff by providing quality training and support focused on a commitment to students.

3. Instructional Model PD Task Force

A task force on district leaders was created to define and illustrate an instructional model that incorporated implementation ideas and measurable outcomes aligned to our vision/mission and improvement priority. The Instructional Model will be sustained throughout an academic year, summer academies, and reinforced through principal learning and follow through.

The team of leaders developed an instructional model and a timeline for presenting the information to all stakeholders. Refer to Appendix B for all related materials.

4. Surveys

A needs assessment is given in the spring to parents, certified staff and administrators. See Appendix C. In addition, for all professional development that is offered surveys are administered using Survey Monkey. See Appendix D. An implementation survey is also administered every spring to staff on the implementation of professional development through the course of the year. See Appendix E. Results from the surveys are compiled every year and compared across years. See Appendix F.

5. Professional Development Opportunities

Opportunities for staff to attend professional development outside of the district are available. There is a formal request form that needs to be completed and signed by the administrator of the person submitting the request. See Appendix G.

Opportunities for in-district training are offered during the school year on professional development days. See Appendix H for attached calendar. Rubrics were developed to ensure that professional development opportunities brought into the district were in alignment with the District's vision and mission statement, and that outside consultants offered quality professional development. See Appendix I.

The focus for the 2017-2018 school year is on implementing the newly adopted resources for English Language Arts and Foreign Language. Other academic departments are focused on the implementation of District Expectations (See Appendix J) The professional development schedule for the 2017-2018 school year is as follows:

- **August 15:** Building PD focusing on instructional planning
- **August 16:** K-5 ELA resource ReadyGEN Training provided by outside consultants, 6-12 ELA resource SpringBoard Training provided by outside consultants, Foreign Language resource Avancemos/ Bien Dit training provided by outside consultants, Secondary Departmental Trainings
- **August 17:** K-5 ELA resource planning time, 6-12 ELA resource SpringBoard Training provided by outside consultants, Foreign Language resource Avancemos/ Bien Dit training provided by outside consultants, Secondary Departmental Trainings

- **October 20:** K-5 ELA resource ReadyGEN Training, 6-12 ELA resource SpringBoard Training provided by outside consultants, Foreign Language resource Avancemos/ Bien Dit training provided by outside consultants, Math department Data Teams coaching provided by outside consultant, Science department STEM training provided by outside consultant, Secondary Departmental Trainings
- **December 22:** Building PD focusing on instructional planning
- **March 9:** Building PD focusing on instructional planning

Other additional professional development opportunities in the district include:

- **October 4:** K-5 ELA resource ReadyGEN training provided for Administrations and Instructional Teacher Leaders

In addition, Subject Area Committees are working on writing Science curriculum maps, revisiting ELA, Math, Foreign Language, Social Studies, Fine and Performing Arts, and PE and Health curriculum maps.

Outside consultants worked with building professional learning communities (PLC's) supporting data teams, reading coaching support and administrative reading data analysis. Opportunities include:

- **August 7:** Reading coaching support for Administrators
- **August 16-17:** Reading coaching support at SpringBoard Training
- **August 29-30:** Reading coaching support with Data Teams coaching
- **August 29-30:** Data Teams coaching with Weston Kieschnick
- **September 6:** Reading coaching support at Farson-Eden School
- **September 7:** Reading coaching support at Rock Springs High
- **September 12:** Reading coaching support at Rock Springs High
- **September 19-21:** Data Teams coaching with Weston Kieschnick
- **September 20:** Reading coaching support at Eastside Elementary
- **September 21:** Reading coaching support at Sage Elementary
- **October 4:** Reading coaching support with ReadyGEN training
- **October 11:** Reading coaching support in preparing supporting documents for ELA resources for staff
- **October 12:** Reading coaching support at Stagecoach Elementary and Black Butte High School
- **October 20:** Reading coaching support with SpringBoard training
- **November 1-2:** Reading coaching support (TBD)
- **November 1-3:** Data Teams coaching with TBD
- **November 14-15:** Reading coaching support (TBD)
- **November 20-28:** Reading coaching support (TBD)
- **December 11-12:** Reading coaching support (TBD)
- **December 14:** Reading coaching support (TBD)
- **December 18:** Reading coaching support (TBD)
- **January 31-Feb 1:** Data Teams coaching with TBD
- **March (Dates TBD):** Data Teams coaching with Weston Kieschnick

Opportunities for additional professional development are offered after school and during the summer. Certified staff that participate in these offerings are compensated at a rate of \$35.00 per hour. Some of these opportunities include:

- DIBELS Progress Monitoring
- DIBELS Data Analysis and Reports
- I've DIBEL'd Now What
- Science Technology Engineering Mathematics (STEM) training
- Instructional Planning Sessions facilitated by Instructional Teacher Leaders and/or District Department Chairs

During the summer of 2017 the following opportunities were offered in alignment with the 2016-2017 school improvement goals (See Appendix K). In addition, opportunities align with the certified staff needs assessment and administrator needs assessment results (See Appendix C):

- Daily 5 Implementation
- I've DIBEL'd Now What
- Learning and Using the New Intervention Plans
- ReadyGEN Walk-Through
- Ready GEN Train the Trainer
- SpringBoard Quick Start
- Tier 2 and Tier 3 Intervention Strategies
- Tier 2 and Tier 3 Intervention Strategies and Handbook
- Write Tools
- Exploring Avancemos and Bien Dit!
- Eureka Math with All Students in Mind
- Apple Professional Learning
- STEM
- Technology Ed Camp
- Secondary Classroom Management
- Differentiation in the Classroom
- Engage, Manage, Monitor
- Using Data to Evaluate Instructional Design Leadership
- Using Data to Evaluate Instructional Design Teacher
- Restorative Practices

English Language (EL) staff and Title I staff participate in the District Professional Development opportunities in alignment with the District Calendar. Additional training opportunities are provided that align directly to District Professional Development and implementation expectations. Additional training opportunities and coaching are provided by an outside consultant and focuses on Effective Instructional Based Strategies. Dates include:

- **August 22:** EL Teachers
- **August 23:** Title I Teachers
- **February:** TBD
- **March:** TBD
- **2017-2018:** 11 Coaching Days for EL and Title I Staff

The Special Education Department requires all staff (to include special education teachers, related service providers, paraprofessionals, and other school personnel) to participate in ongoing training for Individual Education Plans (IEP) compliance. These Professional Development opportunities are to ensure that all components of individual students IEP's are compliant with the Federal Rules and Regulations as well as the Wyoming Chapter 7 Rules and Regulations. Upcoming Professional Development and training will be focused on the Least Restrictive Environment, Prior Written Notice, Present Level of Academic and Functional Performance, Goal Writing, and Post-Secondary transition planning. The Wyoming Department of Education (WDE) will also provide guidance on upcoming training needs of the district through file monitoring and reviews. Upcoming scheduled Professional Development opportunities include:

- **October 16-18:** Specific Special Education staff will receive training for Least Restrictive Environment, Justification and IEP Writing
- **October 16-18:** Wilson Reading Training
- **October 20:** SEAS Training/Report Writer/ Note Taking (Programs, Itinerant Staff), Resource teachers will attend the K-5 ReadyGEN or 6-12 SpringBoard Trainings provided by the District
- **November 4:** IEP Compliance
- **2017-2018:** Co-Teaching Training will be taught continual throughout the year.

WDE will help determine training needs through file monitoring on December 4-7, 2017.

6. Curriculum Leadership Institute (CLI) Process

Sweetwater County School District #1 partnered with the Curriculum Leadership Institute to develop a systematic process to curriculum map, adopt resources, create common assessments and develop a long-range plan for review of these components (See Appendix L). There is a governing body (Community Curriculum Council) that includes stakeholders from the community, teachers, parents, and school board. In addition, there are the Subject Area Committees (SAC) that develop the curriculum maps, common assessments, offers guidance and serve the adoption resource committee.

Dates include:

- Community Curriculum Council
 - September 6
 - October 24
 - January 16
 - March 27
 - May 8
- Math SAC Committee
 - January 31
 - May 9
- Health/PE SAC Committee
 - January 31
 - May 7
- ELA SAC Committee

- May 29-June 1
- Foreign Language SAC Committee
 - June 4-7
- Social Studies SAC Committee
 - January 30
- Fine and Performing Arts SAC Committee
 - January 30
- Career and Vocational Education SAC Committee
 - August 16-17
 - October 20
 - December 22
 - March 9
 - May 24
 - June 11-12
- Science SAC Committee
 - September 5
 - October 18-19
 - November 28-29
 - January 9

7. Instructional Teacher Leaders

Sweetwater County School District #1 offers the opportunity for teacher leaders to develop their leadership skills and instructional strategies. Instructional teacher leaders will focus on supporting the instructional model expectations for the 2017-2018 school year. These expectations include:

- Support a collaborative culture of collective responsibility for our students' learning
- Roll out of the curriculum maps in alignment to the Wyoming Content and Performance Standards
- Support quality lesson design and purposeful planning
- Use and implementation of technology into lesson planning
- Support the implementation of newly adopted resources in English Language Arts/English Learners, and Secondary Foreign Language

Stipends for instructional teacher leaders will be provided. Please see Appendix M for the application process and more information.

8. District and School Improvement Plans

In cooperation with the Wyoming Department of Education each school is required to develop a school improvement plan that meets multiple Wyoming, federal and accreditation requirements. See Appendix N. In October of 2014, an external review team consisting of reviewers from Wyoming and all around the United States visited Sweetwater County School District #1 for four days. After interviewing over 400 stakeholders and spending time in over 275 classrooms, Sweetwater County School District #1 was recommended to be fully accredited for a five-year term.

9. Employee Professional Development Plans

Sweetwater County School District #1 has designed a system of supervision for two purposes: one of evaluation and the other assessment. The first is a summative evaluation purpose, in which evaluation provides information for use in making personnel management decisions, such as dismissal and promotion. The second and primary focus of Sweetwater County School District #1's supervision system is to promote the professional development of certified staff members. Such formative assessment promotes an administrator-certified staff member relationship built on collaboration, trust and mutual respect. Every certified staff member is required to complete a professional development plan every year. See Appendix O for the policies and documents.

10. Board of Education

Sweetwater County School District #1 school board has eight members, including the Superintendent of Schools. The board's primary responsibility is to establish those purposes, programs, and procedures, which will best produce the educational achievement needed by district students. It is charged with accomplishing this while also being responsible for wise management of resources available to the district. The Board must fulfill these responsibilities by functioning primarily as a legislative body to formulate and adopt policy, by selecting an executive officer to implement policy, and by evaluating the results. Further, it must carry out its functions openly, while seeking the involvement and contributions of public, students, and staff in its decision-making processes. The school board developed a strategic plan in cooperation with the board, superintendent and district and will align to the district and schools improvement goals. See Appendix P.

11. Communication

Communication from the District to all stakeholders occurs in various ways including a monthly newsletter from the Curriculum, Instruction, and Assessment office to all staff and is published on the District website. Other communication occurs via School Messenger that phones stakeholders with pre-recorded messages, Facebook; each school including the District has their own accounts, the District website, and SchoolWay. SchoolWay is a smart phone application that the district is utilizing to help establish clear communication to all parents, staff, and students involved in the district. It provides real time information on district updates, school updates, athletics, bus routes, after-school activities and much more. For examples of the District website, individual school newsletters, media releases, staff meetings, board meetings and social media see Appendix Q.

12. Monitor and Review

Sweetwater County School District #1 uses student achievement data (see Appendix R), staff survey data, parent survey data; including the needs assessment data, and long-range plan to make all instructional decisions. In addition, the Curriculum, Instruction and Assessment office meets regularly to review the data with stakeholders and to monitor and review all processes that affect student learning and achievement.

APPENDICES

Appendix A

Academic Vision Setting
Vetting Sessions

When?

- February 2015

Who?


- District Leadership Team
- Instructional Coaches
- District Department Chairs
- All Staff

Why?

- Determine our academic focus to achieve our mission and vision

The Process: Four Box

- What is your school/department doing?
- What evidence do you have to support its effectiveness?
- What is the priority for keeping it?
 - 1=Keep, 2=Consider, 3=Abandon
- What should we be doing that we aren't?



**SWEETWATER COUNTY
SCHOOL DISTRICT #1**

Agenda item 9-a page 5

<p>1. What is your school doing (trainings, programs, initiatives, etc.)?</p>	<p>2. What evidence do you have to support its effectiveness?</p>
<p>3. What is the priority for keeping it? (1-Keep, 2-Consider, 3-Abandon)</p>	<p>4. What should we be doing that we aren't?</p>

The purpose of the vision setting process is to set an academic vision for the district that will guide impactful decisions to propel our district to increased student achievement.

The academic and operational focus will help align our goals to achieve our mission and vision.

Timeline:

- Jan. 19th – Cabinet visioning for academic and operational
- Jan. 26th- Cabinet members and district academic leaders
- Feb. 2nd- Cabinet member and district academic leaders planning session
- Feb. 5th Vision meeting- Academic and Operational leaders
- Feb. 6th-23rd Department and school building vetting sessions
- Feb. 24th District leadership team vision meeting

Themes emerged from the vetting sessions

Academic: Purposeful planning time, calendar, relationships

Operational: Compliance, training, safety, relationships

Outcome

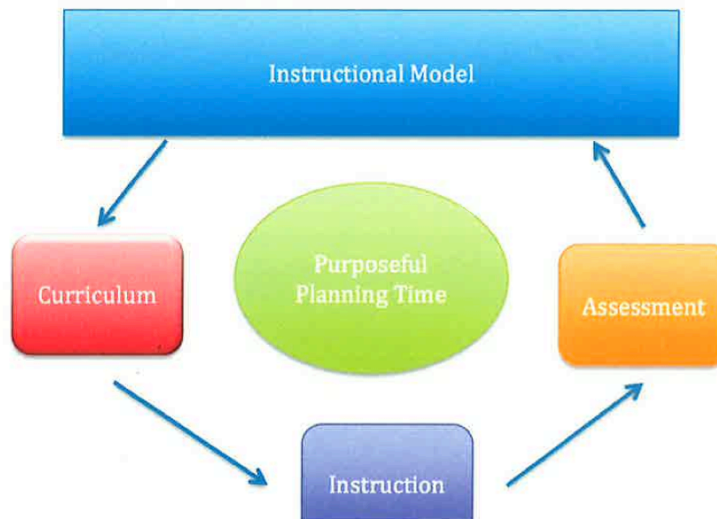
A vision for both Academic & Operational focuses has been aligned with the AdvancED improvement priorities as well as with the district's mission/vision.

Next steps:

- The district has created a subcommittee to formulate ideas to meet professional development needs within the Instruction Model framework. Their first meeting will take place Thursday, March 6th.

Operational Vision: Empower and celebrate staff by providing quality training and support focused on a commitment to students.

Academic Vision: Instructional Model





Leadership Team
April 20, 2017
8:00 a.m. – 12:00 p.m.

Mission: To provide a quality education for all students.



Vision: As an innovative District, united with our community, we empower and inspire all students to academic excellence in pursuit of their interests and passions.



Operational Vision: To empower and celebrate staff by providing quality training and support focused on a commitment to students.



Academic Vision: To implement the Instructional Model which includes purposeful planning, quality instruction, resources, and assessment.



Advanced Improvement Priority: Establish a systemic process, guided by the purpose and direction of the district that will ensure horizontal and vertical alignment of curriculum, assessment, and instruction. This process should also inform support by resources, professional development, and evaluation systems that will frequently monitor implementation of all processes system-wide.

Goal/Purpose (Why, why, why?): Assess the implementation and effectiveness of the **academic** (student achievement) and **operational** visions and plan next steps for the 17-18 school year. (Kelly)

1. Where have we been? Individually, review next steps from last year (see handout).
 - Cross off what we have accomplished.
 - What is the evidence that we accomplished or made progress toward these next steps?
 - Make a list of separate priorities occurring within your school/department.
 - What can we eliminate to streamline our focus?
2. Synthesize the feedback (academic & operational)
3. Group discussion and share out on common themes by table groups
4. Which is the highest leverage focus to increase student and staff learning? (Wanda & Kelly)
 - a. How will we measure student and staff learning?
 - b. Can it be leveraged across the District K – 12?
 - c. What would professional development and training look like?
 - d. Does it ensure **accountability for all**?
5. Based on the themes listed are the academic and operational vision statements still relevant for the 2017-2018 school year? If no, what revisions are necessary? (Wanda & Kelly)
6. Next Steps
 - a. Professional development / training for the next year (next page)
 - b. Next meeting date for Leadership Team: **May 11, 2017**

Appendix B

Instructional Model PD Task Force

Members: Darrin, Tina, Shannon, Nicole, Tina, Karl, Colby, Wanda, Angela

Purpose: To define and illustrate an instructional model that incorporates implementation ideas and measurable outcomes aligned to our vision/mission and improvement priority. It will be sustained throughout an academic year, summer academies, and reinforced through principal learning and follow through.

Parameters: Improvement Priority

Establish a systemic process, guided by the purpose and direction of the district, that will ensure horizontal and vertical alignment of curriculum, assessment, and instruction. This process should also inform support by resources, professional development, and evaluation systems that will frequently monitor implementation of all processes system-wide. (Indicators 1.3, 3.2, 3.4)

Agenda:

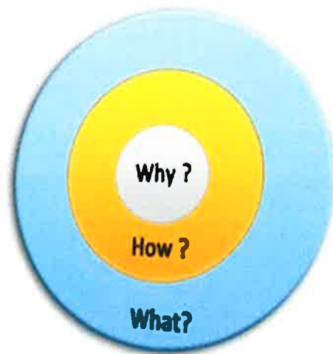
- ✓ Define the Sandbox (Wanda)
 - Advisory team
 - Vetted through administrators next
 - Final approval by Superintendent and Cabinet members
- ✓ Define Instructional Model (All)
- ✓ Graphic Organizer (Shannon, Colby)
- ✓ Implementation (All)
 - Utilize internal staff/minimal external consultants
 - Elementary by grade, by department, by building, by PLC?
 - Incorporation of Instructional Planning Resource
 - Purposeful planning, lesson design, assessment data review?
 - Support by administrator, instructional coach, lead teacher(s), ELL lead, SpEd lead, technology lead?
- ✓ PD Calendar options (Darrin, Karl)
 - Morning PD/ PLC time in the afternoon to plan?
 - Would meeting on a Monday be beneficial?
 - Building time- how much for district vs. building?
 - Allocation of days throughout the year

- 10-13 day, 13-16 day options?
- ✓ Outcomes/Benchmarks/Checks on Progress (Nicole, Tina J.)
 - Define what data would be collected and how
 - How will we measure student learning?
 - Can it be leveraged across the District, K – 12?
 - Does it ensure **accountability for all**?
- ✓ Communication (Tina S., Angela)
 - Definition/flow chart
 - When and how to roll it out to staff
 - Vetting it through various groups
- ✓ Summer Academies (Wanda)
 - Building support (School Improvement, AMP, Kindergarten Round-up, New School)
 - Offerings align with district improvement goals
 - Teacher leader training-strong staff to lead
- ✓ Back to School week (All)
 - Building time
 - District time (Curriculum Maps)
 - MANDT training?
 - BBP and EPI Pen training
 - Suicide Prevention training
- ✓ Principal Professional Development (All)
 - Alignment to Improvement Priority?
 - Alignment to Instructional Model?
 - Book study?
 - Instructional walk-throughs?
 - Other?

Academic Vision: To implement the Instructional Model which includes purposeful planning, quality instruction, resources, and assessment.

The Golden Circles

<http://www.boscoanthony.com/the-golden-circle/>



Why = The Purpose

What is your cause? What do you believe?

How = The Process

Specific actions taken to realize the Why.

What = The Result

What do you do? The result of Why. Proof.

Why

- We believe our teachers need additional planning time to implement more rigorous standards,
- We believe our teachers need time to plan differentiated approaches to learning for students with gaps or for students needing enrichment,
- We believe our teachers need time to locate and implement supplemental resources that will support the shifts in academic expectations
- We believe our teachers need more time to incorporate connections between the curriculum, assessment and instruction
- We believe our teachers need additional time to analyze data to make informed instructional decisions

How

- By utilizing qualified staff within the district to support this work and lead professional development
- By providing dedicated time during our professional development days for staff to work in grade level, departments and PLC groupings
- By providing a resource called an Instructional Planning Resource to guide this work

What

- The result will be increased student achievement
- The result will be increased teacher efficacy
- The result will be consistency in quality instruction across classrooms

Appendix C

Needs Assessment for Parents

Please take a few moments to answer the following questions. We value your opinions in the needs assessment process. The purpose of this needs assessments is to provide district leaders with feedback to support further professional development planning and opportunities that will increase student achievement. Responses will be kept confidential and results will be communicated through the Curriculum Instruction and Assessment webpage and the newsletter.

1. What grade is your child in?

- ☐ Kindergarten
- ☐ First Grade
- ☐ Second Grade
- ☐ Third Grade
- ☐ Fourth Grade
- ☐ Fifth Grade
- ☐ Sixth Grade
- ☐ Junior High
- ☐ High School

2. I feel welcomed and appreciated when I come to the school.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

3. I believe there are things I can do to help at my child's school.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

Needs Assessment for Parents

4. I am comfortable in communicating with the school administrator(s) (principal, assistant principal).

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

5. I am comfortable talking with my child's teachers.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

6. I feel that what I contribute to the school is valued.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

7. I feel that my child is safe at school.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

Needs Assessment for Parents

8. I feel that the staff knows who my child is and cares about their well being.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

9. There are language/cultural barriers that interfere with my participation at my child's school.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

10. I know how to support my child's education at home.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

11. I feel that there are language/cultural barriers that interfere with my child's success in school.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

Needs Assessment for Parents

12. It is difficult for me to participate in parent-teacher conferences and/or other school activities.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

If agree why?

13. I would like to better understand the way the school system works.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

14. I know how to contact the administrator(s) at my school.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

15. I am involved in my child's education.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

Needs Assessment for Parents

16. I am aware of the programs offered at my child's school.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

17. Any additional comments:

Copy of Certified Staff Needs Assessment Spring 2017

Needs Assessment for Certified Staff

Please take a few moments to answer the following questions. We value your opinions in the needs assessment process. The purpose of this needs assessments is to provide district leaders with feedback to support further professional development planning and opportunities that will increase student achievement. Responses will be kept confidential and results will be communicated through the Curriculum Instruction and Assessment webpage and the newsletter.

1. If any, which group(s) of students in your classroom is (are) not performing to grade level expectations? (Please select all that apply)

- ☐ Economically disadvantaged
- ☐ English Learners (EL)
- ☐ Gifted and talented
- ☐ Regular classroom
- ☐ Special Education
- ☐ None of the above. All students are performing to grade level expectations.

Other (please specify)

2. With which of these groups of students would professional learning in differentiated instructional strategies most enhance your skills or have the biggest impact on student achievement? (Please select all that apply)

- ☐ English Learners (EL)
- ☐ Minority
- ☐ Economically disadvantaged
- ☐ Special Education
- ☐ Gifted and talented
- ☐ Early Childhood (K-3)

Other (please specify)

3. Is there an academic content area in which targeted professional learning would enhance your capacity as a teacher? Please be specific in the comment box about the area(s) you have selected. (Please select all that apply)

- ☐ Accommodating all learners
- ☐ Assessing student achievement
- ☐ Classroom management
- ☐ Technology
- ☐ Differentiated instructional strategies
- ☐ Student engagement strategies
- ☐ Interpreting and using data
- ☐ Professional Learning Communities
- ☐ Parent and community involvement
- ☐ Working effectively with paraprofessionals/volunteers
- ☐ Instructional planning (purposeful planning)

Other (please specify)

4. Which three areas of professional learning would most enhance your skills as a teacher? Please be specific in the comment box about the area(s) you have selected.

- ☐ Accommodating all learners
- ☐ Assessing student achievement
- ☐ Classroom management
- ☐ Technology
- ☐ Differentiated instructional strategies
- ☐ Student engagement strategies
- ☐ Interpreting and using data
- ☐ Professional Learning Communities
- ☐ Parent and community involvement
- ☐ Working effectively with paraprofessionals/volunteers
- ☐ Instructional planning (purposeful planning)
- ☐ Science, Technology, Engineering, Math (STEM)
- ☐ Cross-Curricular

Other (please specify)

5. Which of the following resources do you utilize to enhance your teaching? (Please select all that apply)

- ☐ Professional Learning Communities
- ☐ Instructional Facilitators (Coaches)
- ☐ Library/Media Specialists
- ☐ Guidance Counselors
- ☐ Sharepoint
- ☐ Teacher Assistance Program (TAP)
- ☐ Administrators
- ☐ Instructional Teacher Leaders
- ☐ District Department Chairs
- ☐ Google Classroom
- ☐ AMP Team

Other (please specify)

Appendix D

2016-2017 Professional Development Survey

1. Default Section

* 1. The training/activity met its targets.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree

* 2. The training/activity was well-planned and delivered.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree

* 3. As a result of the training/activity my knowledge increased.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree

* 4. The training/activity provided one or more strategies that I can apply in my position.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree

* 5. The instructional planning time is beneficial.

☐ Agree

☐ Disagree

☐ If disagree, what would make it beneficial?

6. Any additional comments or suggestions.

Appendix E

Implementation Survey

1. Default Section

Please take a few moments to answer the following questions. We value your opinions in the professional development implementation process. The purpose of this implementation survey is to provide district leaders feedback on the effectiveness of your professional development experiences and implementation. The results will utilized to support further professional development planning and opportunities that will increase student achievement. Responses will be kept confidential and results will be communicated through the Curriculum Instruction and Assessment webpage and the newsletter.

1. The professional development has changed the way I view student learning within my class.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

2. The professional development has led to discussions beyond training sessions.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

3. I can apply what I learned as a result of the professional development.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

Implementation Survey

4. The implementation is advocated by and supported by the district.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

5. The implementation is advocated by and supported by my school administration.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

6. Sufficient resources are available for implementation.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

7. Successful implementation is recognized and shared within my school.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

Implementation Survey

8. The climate of my school supports innovation and the implementation of research-based strategies.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

9. Implementation has improved student achievement.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

10. Implementation has improved student engagement.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

11. Implementation has increased student confidence levels.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

Implementation Survey

12. The professional development allows me to more successfully reach students.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

13. Any additional comments:

Appendix F

Parent Needs Assessment Results
February 2017

Question/ School	Number of Respondents	Question 2: I feel welcomed and appreciated when I come to the school.	Question 3: I believe there are things I can do to help at my child's school.	Question 4: I am comfortable in communicating with the school administrator(s) , Principal, assistant principal.	Question 5: I am comfortable talking with my child's teachers	Question 6: I feel that what I contribute to the school is valued.	Question 7: I feel that my child is safe at school.	Question 8: I feel that the staff knows who my child is and cares about their well being.	Question 9: There are language/cultural barriers that interfere with my participation at my child's school.	Question 10: I know how to support my child's education at home.	Question 11: I feel that there are language/cultural barriers that interfere with my child's success in school.	Question 12: It is difficult for me to participate in parent-teacher conferences and/or other school activities.	Question 13: I would like to better understand the way the school system works.	Question 14: I know how to contact the administrator(s) at my school.	Question 15: I am involved in my child's education.	Question 16: I am aware of the programs offered at my child's school.
District	1001	93.31%	77.72%	90.91%	96.80%	76.92%	90.61%	94.61%	9.99%	92.41%	7.59%	9.49%	38.66%	94.01%	98.00%	85.71%
Black Butte High School	11	100.00%	63.64%	81.82%	90.91%	45.45%	90.91%	100.00%	0.00%	72.73%	0.00%	0.00%	54.55%	100.00%	90.91%	100.00%
Desert	13	92.31%	76.92%	92.31%	92.31%	92.31%	92.31%	100.00%	0.00%	69.23%	0.00%	0.00%	38.46%	84.62%	100.00%	92.31%
Desert View	49	97.96%	85.71%	97.96%	100.00%	87.76%	100.00%	97.96%	10.20%	93.88%	6.12%	8.16%	34.69%	93.88%	97.96%	89.80%
Eastside	72	79.17%	76.39%	84.72%	97.22%	70.83%	83.33%	91.67%	11.11%	94.44%	4.17%	8.33%	41.67%	95.83%	98.61%	80.56%
Farson/Eden	20	85.00%	100.00%	85.00%	85.00%	65.00%	90.00%	95.00%	0.00%	90.00%	5.00%	5.00%	40.00%	95.00%	50.00%	80.00%
Lincoln	49	97.96%	79.59%	97.96%	97.96%	85.71%	93.88%	100.00%	6.12%	93.88%	10.20%	6.12%	48.98%	91.84%	97.96%	79.59%
Northpark	118	94.92%	80.51%	94.07%	100.00%	78.81%	93.22%	94.07%	7.63%	94.92%	3.39%	6.78%	35.59%	94.07%	98.31%	88.14%
Overland	87	98.85%	74.71%	96.55%	100.00%	80.46%	86.21%	98.85%	12.64%	89.66%	10.34%	14.94%	41.38%	97.70%	98.85%	85.06%
Pilot Butte	32	100.00%	78.13%	96.88%	100.00%	81.25%	90.63%	96.88%	9.38%	90.63%	6.25%	3.13%	21.88%	96.88%	100.00%	87.50%
RSIS	70	81.43%	61.43%	74.29%	84.29%	51.43%	77.14%	77.14%	8.57%	82.86%	4.29%	10.00%	44.29%	94.29%	97.14%	74.29%
RSJH	133	90.23%	71.43%	86.47%	96.99%	66.17%	88.72%	91.73%	9.77%	91.73%	9.77%	12.78%	38.35%	92.48%	97.74%	82.71%
Sage	124	95.97%	83.06%	94.35%	97.58%	87.10%	95.97%	98.39%	16.94%	96.77%	12.10%	12.90%	39.52%	92.74%	97.58%	91.94%
Stagecoach	125	96.00%	84.80%	86.40%	96.00%	81.60%	89.60%	95.20%	10.40%	93.60%	10.40%	8.80%	44.00%	92.00%	98.40%	85.60%
Walnut	42	97.62%	83.33%	100.00%	100.00%	83.33%	95.24%	100.00%	4.76%	97.62%	7.14%	7.14%	21.43%	97.62%	95.24%	92.86%
Westridge	56	96.43%	67.86%	98.21%	98.21%	82.14%	98.21%	96.43%	10.71%	94.64%	3.57%	8.93%	30.36%	94.64%	98.21%	89.29%

2017-2018 Professional Development Survey Summary

Program/Question	Number of Respondents	Question 1 The training/activity met its targets		Question 2 The training/activity was well-planned and delivered.		Question 3 As a result of the training/activity my knowledge increased.		Question 4 The training/activity provided one or more strategies that I can apply in my position.		Question 5 The instructional planning time is beneficial.	
		Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree
8/16/17	323	95.05%	4.95%	95.05%	4.95%	93.81%	6.19%	95.05%	4.95%	91.33%	8.67%
8/17/17	111	99.10%	0.90%	99.10%	0.90%	98.20%	1.80%	98.20%	1.80%	98.20%	1.80%
Totals (Averages)		97.07%	2.93%	97.07%	2.93%	96.00%	4.00%	96.62%	3.38%	94.77%	###

Footnote: Strongly Agree & Agree = Agree

Stongly Disagree & Disagree = Disagree

10/8/17

2016-2017 Professional Development Survey Summary

Program/Question	Number of Respondents	Question 1		Question 2		Question 3		Question 4		Question 5	
		The training/activity met its targets		The training/activity was well-planned and delivered.		As a result of the training/activity my knowledge increased.		The training/activity provided one or more strategies that I can apply in my position.		The instructional planning time is beneficial.	
		Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree
8/19/16	342	97.08%	2.92%	94.74%	5.26%	92.40%	7.60%	94.15%	5.85%	93.27%	6.73%
10/14/16	177	93.79%	6.21%	97.18%	2.82%	85.88%	14.12%	89.27%	10.73%	87.01%	12.99%
10/21/16	287	97.21%	2.79%	97.56%	2.44%	92.68%	7.32%	94.08%	5.92%	92.68%	7.32%
12/22/16	250	97.20%	2.80%	97.60%	2.40%	87.60%	12.40%	93.20%	6.80%	93.20%	6.80%
Totals (Averages)		96.32%	3.68%	96.77%	3.23%	89.64%	10.36%	92.68%	7.33%	91.54%	7.06%

Footnote: Strongly Agree & Agree = Agree

Appendix G

Professional Development Request Curriculum, Instruction and Assessment Office

Name(s):

School: **Black Butte High School**

Date Received by Curriculum, Instruction and Assessment Office: _____

Requests for attending an out-of-town workshop/conference must be in the Curriculum, Instruction and Assessment Office at least 20 working days before the event is to take place. In case of out-of-state workshop/conference we need the information 4 weeks before the closing date for early registration along with completed registration forms for all participants.

1. Training/Professional Development Title:
Date(s): Contact Person:
Location: Address:
Phone Number:
2. List of staff members **committed** to attending Training/Professional Development.
3. Description of Training/Professional Development (**Must attach flier/information**):
4. Explain how this request will support one or more of the district/building initiatives:
5. Describe your plan to incorporate training, knowledge and/or skills for this training as outlined in #3 above. Be specific: (in-service training, study group, student instruction/data collection).
6. What data will be gathered/documented to show impact on student performance? Data will be turned into the Curriculum, Instruction and Assessment Office by:
7. **Have your administrator sign and date for approval of attending. Conference needs to align with building initiatives. Please have Administrator sign and then get a physical or digital copy to danaeik@sw1.k12.wy.us**

Administrator _____ **Date** _____

Note: All receipts for reimbursement must be turned into the Curriculum, Instruction and Assessment Office within **10 business days** of return. There is no reimbursement for non-mileage expenses without an itemized, signed receipt.

Registration Fee	X	=
Cost	Attendees	Total
Type of Registration (i.e. Presenter, Attendee, etc.):		

Registration Final Deadline Date:

In-state (46.00/day 23.00/half-day) X participants =

Are Meals Provided by the Conference: Yes

$$\frac{\text{Mileage (0.575/mile)}}{\text{Round-trip miles}} \times \frac{\text{X}}{\text{\# of vehicles}} = \text{Total}$$

If nothing is available through Transportation, who will be driving (This will be used for reimbursement, so make sure these names are final):

Airfare X participants =

Cab/Shuttle X participants =

Baggage Fee X participants =

Other =

Anticipated Departure Date/Time:

Anticipated Return Date/Time:

List any anticipated Outside Funding:

For Curriculum, Instruction, and Assessment Office Use Only:

Approved: _____ Denied: _____

Reason, Stipulations/Limitations: _____

Date of notification of approval/denial: _____

By: phone / letter / e-mail / in person

Funds: District / Grant _____

REQ Numbers:

Registration Fee: _____

Meals/Baggage/Mileage/Cab-Shuttle: _____

Transportation Reserved: _____

Lodging: _____

Check-in: _____

Check-out: _____

Airfare sent to Hess: _____

Airfare: _____

Appendix H

2017-2018 Option B

AUGUST						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

SEPTEMBER						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
1						

OCTOBER						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

NOVEMBER						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

DECEMBER						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JANUARY						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
4						

FEBRUARY						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

MARCH						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

APRIL						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

MAY						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JUNE						
S	M	T	W	T	F	S
				1	2	
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

JULY						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

15-Aug	Teachers Return
21-Aug	Students Return
4-Sep	Labor Day
28-Sep	Evening PT Conferences
29-Sep	Morning PT Conferences
20-Oct	End of 1st Qtr / PD
21-Nov	Last Day for Staff and Students
27-Nov	First Day Back
21-Dec	Last Day for Students
22-Dec	End of 2nd Qtr/PD
3-Jan	First Day Back
15-Feb	Evening PT Conferences
16-Feb	Morning PT Conferences
19-Feb	President's Day
9-Mar	End of 3rd Qtr / PD
29-Mar	Last Day for Staff and Students
9-Apr	First Day Back
23-May	Last Day for Students
24-May	Last Day for Teachers
	Professional Development
	Students Begin School
	Scheduled Vacation Days

2017-2018 Farson-Eden Calendar

AUGUST						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

SEPTEMBER						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

OCTOBER						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

NOVEMBER						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

DECEMBER						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JANUARY						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

FEBRUARY						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

MARCH						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

APRIL						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

MAY						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JUNE						
S	M	T	W	T	F	S
				1	2	
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

JULY						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Friday School 8:00-11:00
Professional Development - End of Quarter
Students First Day after a break
Scheduled Vacation Days
REGULAR DAY OF SCHOOL ON A FRIDAY

15-Aug	Teachers Return (PD Aug 15-18)
21-Aug	Students Return
23-Aug	FRIDAY SCHOOL 8:00-11:00
1-Sep	REGULAR DAY OF SCHOOL
4-Sep	NO SCHOOL Labor Day
8-Sep	REGULAR DAY OF SCHOOL
15-Sep	FRIDAY SCHOOL 8:00-11:00
22-Sep	FRIDAY SCHOOL 8:00-11:00
25-Sep	Parent-Teacher Conferences 4:30-8:00
27-Sep	Parent-Teacher Conferences 4:30-8:00
29-Sep	FRIDAY SCHOOL 8:00-11:00
6-Oct	FRIDAY SCHOOL 8:00-11:00
13-Oct	FRIDAY SCHOOL 8:00-11:00
20-Oct	End of 1st quarter, PD/Work Day (No Students)
27-Oct	FRIDAY SCHOOL 8:00-11:00
9-Nov	FRIDAY SCHOOL 8:00-11:00
10-Nov	FRIDAY SCHOOL 8:00-11:00
17-Nov	REGULAR DAY OF SCHOOL
22-Nov	NO SCHOOL (Thanksgiving Break)
27-Nov	Return from Break
1-Dec	REGULAR DAY OF SCHOOL
8-Dec	FRIDAY SCHOOL 8:00-11:00
15-Dec	FRIDAY SCHOOL 8:00-11:00
22-Dec	End of 1st semester PD/Work Day (No Students)
23-Dec	Christmas Break
3-Jan	Return From Break
5-Jan	FRIDAY SCHOOL 8:00-11:00
12-Jan	FRIDAY SCHOOL 8:00-11:00
19-Jan	FRIDAY SCHOOL 8:00-11:00
26-Jan	FRIDAY SCHOOL 8:00-11:00
2-Feb	FRIDAY SCHOOL 8:00-11:00
9-Feb	FRIDAY SCHOOL 8:00-11:00
13-Feb	Parent-Teacher Conferences 4:30-8:00
14-Feb	Parent-Teacher Conferences 4:30-8:00
16-Feb	FRIDAY SCHOOL 8:00-11:00
23-Feb	FRIDAY SCHOOL 8:00-11:00
2-Mar	FRIDAY SCHOOL 8:00-11:00
9-Mar	End of 3rd quarter PD/Work day (No Students)
16-Mar	FRIDAY SCHOOL 8:00-11:00
23-Mar	FRIDAY SCHOOL 8:00-11:00
30-Mar	FRIDAY SCHOOL 8:00-11:00
2-Apr	Spring Break (April 2-6)
9-Apr	First day back from Spring break
13-Apr	FRIDAY SCHOOL 8:00-11:00
20-Apr	FRIDAY SCHOOL 8:00-11:00
27-Apr	FRIDAY SCHOOL 8:00-11:00
4-May	FRIDAY SCHOOL 8:00-11:00
11-May	FRIDAY SCHOOL 8:00-11:00
18-May	FRIDAY SCHOOL 8:00-11:00
23-May	Last Day of School
24-May	PD/Work day for teacher

Appendix I

Sweetwater County School District#1 – Mission Statement

To Provide a Quality Education for ALL Students

We will accomplish this by:

- Making Students our First Priority
- Utilizing Community Partnerships
- Promoting Professional Excellence
- Being Committed to Excellence in Education
- Providing a Safe, Orderly and Efficient Environment for Learning

RUBRIC USED FOR STAFF PROFESSIONAL DEVELOPMENT

Description:	0 Points	1 Point	2 Points	Total
Research-Based: Professional development is rooted in and reflects the best available research	Professional development has provided little or no evidence of the research that it is based upon and uses to enhance its practice.	Professional development has provided some evidence of the research that it is based upon and uses to enhance its practice.	Professional development has provided evidence of the research that it is based upon and uses to enhance its practice.	
Relevance: Professional development should contribute to measurable improvement in student achievement.	Professional development has provided little or no evidence that it is enough to result in changes in schools and practice that lead to higher student achievement on measures that are acceptable to the public and the profession alike.	Professional development has provided some evidence that it is enough to result in changes in schools and practice that lead to higher student achievement on measures that are acceptable to the public and the profession alike.	Professional development has provided evidence that it is enough to result in changes in schools and practice that lead to higher student achievement on measures that are acceptable to the public and the profession alike.	
Informative: Professional development should deepen and broaden knowledge of content.	Professional development has provided little or no evidence that it deepens the content knowledge of teachers.	Professional development has provided some evidence that it deepens the content knowledge of teachers.	Professional development has provided evidence that it deepens the content knowledge of teachers.	
Organized: Professional development should state clear goals, expectations, and direction.	Professional development has provided little or no evidence of clear goals, clear expectations, and clear direction.	Professional development has provided some evidence of clear goals, clear expectations, and clear direction.	Professional development has provided evidence of clear goals, clear expectations, and clear direction.	

Trainer: Professional development trainers should be knowledgeable, professional and engaging.	Professional development trainer has provided little or no evidence of being knowledgeable, professional and engaging.	Professional development trainer has provided some evidence of being knowledgeable, professional and engaging.	Professional development trainer has provided evidence of being knowledgeable, professional and engaging.	
Leads to immediate application: Professional development should be job-embedded and site specific.	Professional development had provided little or no evidence that it can be integrated into everyday work thoughtful decisions about instruction for the students in their schools can be made.	Professional development had provided some evidence that it can be integrated into everyday work thoughtful decisions about instruction for the students in their schools can be made.	Professional development had provided evidence that it can be integrated into everyday work thoughtful decisions about instruction for the students in their schools can be made.	
Active participation/collaborative: Professional development should take a variety of forms.	Professional development has provided little or no evidence that it incorporates the following components: -engaging -collaborative -reflective -questioning -discovery -processing time	Professional development has provided some evidence that it incorporates the following components: -engaging -collaborative -reflective -questioning -discovery -processing time	Professional development has provided evidence that it incorporates the following components: -engaging -collaborative -reflective -questioning -discovery -processing time	
Supported with resources: Professional development should provide sufficient time, support, and resources to enable teachers to master new content and pedagogy and to integrate this knowledge and skill into their practice.	Professional development has provided little or no evidence for sufficient time, support, and resources to enable teachers to master new content and pedagogy and to integrate this knowledge and skill into their practice.	Professional development has provided some evidence for sufficient time, support, and resources to enable teachers to master new content and pedagogy and to integrate this knowledge and skill into their practice.	Professional development has provided evidence for sufficient time, support, and resources to enable teachers to master new content and pedagogy and to integrate this knowledge and skill into their practice.	

Sweetwater County School District#1 – Mission Statement

To Provide a Quality Education for ALL Students

We will accomplish this by:

- Making Students our First Priority
- Utilizing Community Partnerships
- Promoting Professional Excellence
- Being Committed to Excellence in Education
- Providing a Safe, Orderly and Efficient Environment for Learning

Sweetwater County School District#1 – Vision Statement

As an innovative district, united with our community, we empower and inspire all students to academic excellence in pursuit of their interests and passions.

Description	0 Point	1 Point	2 Points	Total
Contact Person/Facilitator	<i>Author has provided little or no evidence who the contact person or facilitator is for the professional development</i>	<i>Author has provided some evidence who the contact person or facilitator is for the professional development</i>	<i>Author has provided detailed evidence who the contact person or facilitator is for the professional development</i>	
Proposed Professional Development	<i>Author has provided little or no evidence to prove to reader the need for this professional development</i>	<i>Author has provided some evidence to the reader to support the need for this professional development</i>	<i>Author has provided detailed evidence of the need for this professional development</i>	
Department Goal/SMART Goal	<i>Author has provided little or no evidence to prove to reader the need for this professional development and how it ties into the department goal/SMART goals</i>	<i>Author has provided some evidence to the reader to support the need for this professional development and how it ties into the department goal/SMART goals</i>	<i>Author has provided detailed evidence of the need for this professional development and how it ties into the department goal/SMART goals</i>	
Link to District Mission/Vision statements	<i>Author has provided little or no evidence to prove to reader the need for this professional development and how it ties into the District mission/vision statements</i>	<i>Author has provided some evidence to the reader to support the need for this professional development and how it ties into the District mission/vision statements</i>	<i>Author has provided detailed evidence of the need for this professional development and how it ties into the District mission/vision statements</i>	
Purpose (Why?)	<i>Author has provided little or no evidence to prove to reader the purpose that the professional development will serve, the needs that will be met</i>	<i>Author has provided some evidence to the reader the purpose that the professional development will serve, the needs that will be met</i>	<i>Author has provided detailed evidence of the purpose that the professional development will serve, the needs that will be met</i>	
Identified Need/Outcome (Needs Assessments)	<i>Author has provided little or no evidence to prove to reader the identified need or outcome, that a needs assessment was completed</i>	<i>Author has provided some evidence to the reader the identified need or outcome, that a needs assessment was completed</i>	<i>Author has provided detailed evidence of the purpose that the identified need or outcome, that a needs assessment was completed</i>	

Description	0 Point	1 Point	2 Points	Total
What is already in place?	<i>Author has provided little or no evidence to prove to reader identified supports/resources etc. already in place to support further professional development</i>	<i>Author has provided some evidence to the reader identified supports/resources etc. already in place to support further professional development</i>	<i>Author has provided detailed evidence of identified supports/resources etc. already in place to support further professional development</i>	
Impact on students	<i>Author has provided little or no evidence to prove to reader the impact the professional development will have on students</i>	<i>Author has provided some evidence to the reader the impact the professional development will have on students</i>	<i>Author has provided detailed evidence of the impact the professional development will have on students</i>	
Outcomes for the day/activity	<i>Author has provided little or no evidence listing the outcomes for the day/activity</i>	<i>Author has provided some evidence listing the outcomes for the day/activity</i>	<i>Author has provided detailed evidence listing the outcomes for the day/activity</i>	
Timeframe	<i>Author has provided little or no evidence listing the timeframe for the professional development</i>	<i>Author has provided some evidence listing the timeframe for the professional development</i>	<i>Author has provided detailed evidence listing the timeframe for the professional development</i>	
Resources	<i>Author has provided little or no evidence of resources needed to support the professional development</i>	<i>Author has provided some evidence of resources needed to support the professional development</i>	<i>Author has provided detailed evidence of resources needed to support the professional development</i>	
Cost	<i>Author has provided little or no evidence of cost to support the professional development</i>	<i>Author has provided some evidence of cost to support the professional development</i>	<i>Author has provided detailed evidence of cost to support the professional development</i>	
Plan of communication	<i>Author has provided little or no evidence the plan to communicate with appropriate staff</i>	<i>Author has provided some evidence the plan to communicate with appropriate staff</i>	<i>Author has provided detailed evidence the plan to communicate with appropriate staff</i>	
Plan of evaluation	<i>Author has provided little or no evidence the plan to evaluate the effectiveness of the professional development</i>	<i>Author has provided some evidence the plan to evaluate the effectiveness of the professional development</i>	<i>Author has provided detailed evidence the plan to evaluate the effectiveness of the professional development</i>	
Follow-up/Next Steps	<i>Author has provided little or no evidence the plan for follow-up or next steps</i>	<i>Author has provided some evidence the plan for follow-up or next steps</i>	<i>Author has provided detailed evidence the plan for follow-up or next steps</i>	

Appendix J

 Sweetwater County School District #1 Curriculum Implementation Expectations			
Subject Area	2016-2017	2017-2018	2018-2019
Math	<ul style="list-style-type: none"> Teach to the Curriculum Map Validate Curriculum Map (provide feedback) Utilize the district adopted resources to support the Curriculum Map Create Instructional Planning Resources (IPR) aligned to the Curriculum Map during professional development days Subject Area Committee creates draft common assessments 	<ul style="list-style-type: none"> Teach to the Curriculum Map Utilize the district adopted resources to support the Curriculum Map Revise Instructional Planning Resources (IPR) aligned to the Curriculum Map Use draft common assessments and validate common assessments (provide feedback) Analyze data to improve instruction 	<ul style="list-style-type: none"> Teach to the Curriculum Map Utilize the district adopted resources to support the Curriculum Map Revise Instructional Planning Resources (IPR) aligned to the Curriculum Map Use common assessments Analyze data to improve instruction
Health/PE	<ul style="list-style-type: none"> Teach to the Curriculum Map Create Instructional Planning Resources (IPR) aligned to the Curriculum Map during professional development days Subject Area Committee creates draft common assessments 	<ul style="list-style-type: none"> Teach to the Curriculum Map Revise Instructional Planning Resources (IPR) aligned to the Curriculum Map Use draft common assessments and validate common assessments (provide feedback) Analyze data to improve instruction 	<ul style="list-style-type: none"> Teach to the Curriculum Map Revise Instructional Planning Resources (IPR) aligned to the Curriculum Map Use common assessments Analyze data to improve instruction
ELA	<ul style="list-style-type: none"> Teach to the Curriculum Map Validate Curriculum Map (provide feedback) Create Instructional Planning Resources (IPR) aligned to the Curriculum Map during professional development days Resource Adoption Committee recommends resources Administer district common assessments 	<ul style="list-style-type: none"> Teach to the Curriculum Map Validate Curriculum Map (provide feedback) Utilize the district adopted resources to support the Curriculum Map Revise Instructional Planning Resources (IPR) aligned to the Curriculum Map Subject Area Committee creates draft common assessments 	<ul style="list-style-type: none"> Teach to the Curriculum Map Utilize the district adopted resources to support the Curriculum Map Revise Instructional Planning Resources (IPR) aligned to the Curriculum Map Use draft common assessments and validate common assessments (provide feedback) Analyze data to improve instruction
Foreign Language	<ul style="list-style-type: none"> Teach to the Curriculum Map Validate Curriculum Map (provide feedback) Create Instructional Planning Resources (IPR) aligned to the Curriculum Map during professional development days Resource Adoption Committee recommends resources 	<ul style="list-style-type: none"> Teach to the Curriculum Map Utilize the district adopted resources to support the Curriculum Map Revise Instructional Planning Resources (IPR) aligned to the Curriculum Map Subject Area Committee creates draft common assessments 	<ul style="list-style-type: none"> Teach to the Curriculum Map Utilize the district adopted resources to support the Curriculum Map Revise Instructional Planning Resources (IPR) aligned to the Curriculum Map Use draft common assessments and validate common assessments (provide feedback) Analyze data to improve instruction
Information Literacy	<ul style="list-style-type: none"> Teach to the Curriculum Map Validate Curriculum Map (provide feedback) Create Instructional Planning Resources (IPR) aligned to the Curriculum Map during professional development days 	<ul style="list-style-type: none"> Teach to the Curriculum Map Revise Instructional Planning Resources (IPR) aligned to the Curriculum Map 	<ul style="list-style-type: none"> Teach to the Curriculum Map Revise Instructional Planning Resources (IPR) aligned to the Curriculum Map
Social Studies	<ul style="list-style-type: none"> Subject Area Committee creates Curriculum Map aligned to Wyoming Content and Performance Standards Teachers continue using previous resources 	<ul style="list-style-type: none"> Teach to the Curriculum Map Validate Curriculum Map (provide feedback) Create Instructional Planning Resources (IPR) aligned to the Curriculum Map during professional development days 	<ul style="list-style-type: none"> Teach to the Curriculum Map Revise Instructional Planning Resources (IPR) aligned to the Curriculum Map Subject Area Committee creates draft common assessments Resource Adoption Committee recommends resources
Fine & Performing Arts	<ul style="list-style-type: none"> Subject Area Committee creates Curriculum Map aligned to Wyoming Content and Performance Standards Teachers continue using previous resources 	<ul style="list-style-type: none"> Teach to the Curriculum Map Validate Curriculum Map (provide feedback) Create Instructional Planning Resources (IPR) aligned to the Curriculum Map during professional development days 	<ul style="list-style-type: none"> Teach to the Curriculum Map Revise Instructional Planning Resources (IPR) aligned to the Curriculum Map Subject Area Committee creates draft common assessments Resource Adoption Committee recommends resources
Science	<ul style="list-style-type: none"> Teachers continue using previous resources Explore new Science Standards in preparation for integration into new Curriculum Maps 	<ul style="list-style-type: none"> Subject Area Committee creates Curriculum Map aligned to state standards Teachers continue using previous resources 	<ul style="list-style-type: none"> Teach to the Curriculum Map Validate Curriculum Map (provide feedback) Create Instructional Planning Resources (IPR) aligned to the Curriculum Map during professional development days
CVE	<ul style="list-style-type: none"> Teachers continue using previous resources 	<ul style="list-style-type: none"> Subject Area Committee creates Curriculum Map aligned to state standards Teachers continue using previous resources 	<ul style="list-style-type: none"> Teach to the Curriculum Map Validate Curriculum Map (provide feedback) Create Instructional Planning Resources (IPR) aligned to the Curriculum Map during professional development days



SWEETWATER COUNTY
SCHOOL DISTRICT #1

2016-2017

Summer Academies

Mission: To provide a quality education for all students.

Vision: As an innovative district, united with our community, we empower and inspire all students to academic excellence in pursuit of their interests and passions.



DISTRICT ACADEMIC IMPROVEMENT GOAL

The district will increase student achievement by 5% as measured by the "Achievement Indicator" on the School Performance Reports in reading, math and science as determined by 2016/2017 PAWS. The district will increase student achievement into the median of the "Ready" category on ACT Aspire and .5 on the ACT.

Performance Milestones:

- Increase student proficiency by 5% on PAWS in Reading and Math 3rd-8th grade, Science 4th and 8th grade
- Increase student ACT Aspire to median of the Ready category in 9th and 10th grade, ACT Composite scores by .5 in 11th grade

Measures and Methods (Interventions):

- Provide guaranteed viable curriculum, instructional units embedded, frequent common and periodic summative assessments
- Instructional leadership teams established to support all teachers, grade levels, content areas
- Focused collaboration time for all teachers

REGISTRATION

- Registration is on a limited basis with registration for up to 5 sessions until Summer Academy sessions are full.
- Remember to bring your fully charged laptop, identification badge, and any materials required for the session.
- *Staff members not continuing their contract into 2017-18 with SCSD#1 are not eligible to participate in Summer Academies.*
- Registrations will be accepted starting **April 20, 2017** through **May 4, 2017** at **4:00 pm**.
- Register for summer academies by filling out the [online registration](#) form.
- A confirmation of registration of approved sessions will be **emailed** to participants.
- Online confirmation of participation in the sessions must be completed by **May 18, 2017** to complete the registration process.
- Failure to complete the online process to confirm your registration by **May 18, 2017** at **4:00pm** will automatically remove you from the attendee list.

For more information visit the [Summer Academies webpage](#) or contact the Office of Curriculum, Instruction, and Assessment 352-3400 ext. 1225 danaeik@sw1.k12.wy.us or peppardj@sw1.k12.wy.us

Summer Academies At-A-Glance

ELA	MATH	TECHNOLOGY	ACCOMMODATING ALL LEARNERS
SPED	FOREIGN LANGUAGE	STEM	

Summer Academies At-A-Glance				
Monday-May 29	Tuesday-May 30	Wednesday-May 31	Thursday-June 1	Friday-June 2
Memorial Day	I've DIBEL'd Now What? 8:00-11:00 Pilot Butte Library	ReadyGEN Walk-Through 8:00-3:00 Pilot Butte Library	Daily 5 Differentiation 8:30-3:30 Pilot Butte Library	ReadyGEN Walk-Through 8:00-3:00 Pilot Butte Library
	Learning & Using the New Intervention Plans 12:30-3:30 Pilot Butte Library	Eureka Math with All Students in Mind-Grades K-1 8:00-11:00 Pilot Butte Cafeteria	Learning & Using the New Intervention Plans 8:00-11:00 Pilot Butte Room 199	
	Secondary Classroom Management 8:00-3:00 Pilot Butte Room 199	Eureka Math with All Students in Mind-Grades 2-3 12:00-3:00 Pilot Butte Cafeteria	Eureka Math with All Students in Mind-Grades 4-5 8:00-11:00 Pilot Butte Cafeteria	
		Exploring Avancemos & Bien Dit 8:00-3:00 RSHS Room 302	I've DIBEL'd Now What? 12:30-3:30 Pilot Butte Room 199	
			Eureka Math with All Students in Mind-Grades 6-8 12:00-3:00 Pilot Butte Cafeteria	
			Exploring Avancemos & Bien Dit 8:00-3:00 RSHS Room 302	
Monday-June 5	Tuesday-June 6	Wednesday-June 7	Thursday-June 8	Friday-June 9
ReadyGEN Walk-Through 8:00-3:00 Pilot Butte Library	SpringBoard Quick Start 8:00-4:00 Pilot Butte Room 199	SpringBoard Quick Start 8:00-4:00 Pilot Butte Room 199	SpringBoard Quick Start 8:00-4:00 Pilot Butte Room 199	STEM 8:00-11:30 Pilot Butte Library
	Engage, Manage, Monitor 8:30-3:30 Pilot Butte Library	ReadyGEN Train-the-Trainer 8:00-4:00 Pilot Butte Library	ReadyGEN Train-the-Trainer 8:00-4:00 Pilot Butte Library	STEM with GIS 12:30-4:00 Pilot Butte Library

Summer Academies At-A-Glance

Monday-June 12	Tuesday-June 13	Wednesday-June 14	Thursday-June 15	Friday-June 16
Write Tools- Informative/Explanatory Grades K-2 8:30-3:30 Pilot Butte Library/Cafeteria	Write Tools-Opinion Grades K-5 8:30-3:30 Pilot Butte Library/Cafeteria	Restorative Practices 7:30-4:30 CAB Board Room	Technology Ed Camp 8:00-3:00 Pilot Butte Rooms 185-198	
Write Tools- Informative/Explanatory Grades 3 and up 8:30-3:30 Pilot Butte Library/Cafeteria	Write Tools-Argumentative Grades 6-12 8:30-3:30 Pilot Butte Library/Cafeteria	Technology Ed Camp 8:00-3:00 Pilot Butte Rooms 185-198		
Using Data to Evaluate Instructional Design (Leadership) 8:00-9:30 CAB PDC Room	Restorative Practices 7:30-4:30 CAB Board Room			
Using Data to Evaluate Instructional Design (Teachers) 10:00-11:30 CAB PDC Room				
Using Data to Evaluate Instructional Design (Leadership) 12:30-2:00 CAB PDC Room				
Using Data to Evaluate Instructional Design (Teachers) 2:30-4:00 CAB PDC Room				
Monday-June 19	Tuesday-June 20	Wednesday-June 21	Thursday-June 22	Friday-June 23
Write Tools-Narrative Grades K-2 8:30-3:30 CAB PDC/Board Room	Differentiation in the Classroom 8:30-3:30 CAB Board Room	Differentiation in the Classroom 8:30-3:30 CAB Board Room	Differentiation in the Classroom 8:30-3:30 CAB Board Room	
Write Tools-Narrative Grades 3 and up 8:30-3:30 CAB PDC/Board Room				
Monday-June 26	Tuesday-June 27	Wednesday-June 28	Thursday-June 29	Friday-June 30
Apple Professional Learning 8:00-3:30 PDC	Apple Professional Learning 8:00-3:30 PDC	Apple Professional Learning 8:00-3:30 PDC	Apple Professional Learning 8:00-3:30 PDC	
Monday-July 31	Tuesday-August 1	Wednesday-August 2	Thursday-August 3	Friday-August 4
Tier 2 and 3 Intervention Strategies & Handbook 8:00-1:00 CAB PDC Room	Tier 2 and 3 Intervention Strategies 8:00-1:00 CAB PDC Room			

Daily 5 (Differentiation)***Registration is limited.***

- Explore the five components of Daily Five
- Learn how to integrate the core reading series with Daily Five
- Learn how to differentiate literacy instruction to meet students' needs
- Planning time

Who Should Attend:K-6th Grade Teachers**Dates:** June 1, 2017**Times:** 8:30am-3:30am (1 hour lunch on your own)**Location:** Pilot Butte Library**Attendees will receive *The Daily 5* training book****I've DIBEL'd, Now What? - May 30th Session*****Registration is limited.***

- Learn how to analyze DIBELS data and read reports
- Learn effective small group instructional routines in the foundational skills

Who Should Attend:K-2nd Grade Teachers, Title I Teachers, Special Education Teachers, English Learner Teachers, AMP Chairs**Dates:** May 30, 2017 (same session offered June 1)**Times:** 8:00am-11:00am**Location:** Pilot Butte Library**Attendees will receive the training book *I've DIBEL'd, Now What?*****I've DIBEL'd, Now What? - June 1st Session*****Registration is limited.***

- Learn how to analyze DIBELS data and read reports
- Learn effective small group instructional routines in the foundational skills

Who Should Attend:K-2nd Grade Teachers, Title I Teachers, Special Education Teachers, English Learner Teachers, AMP Chairs**Dates:** June 1, 2017 (same session offered May 30)**Times:** 12:30pm-3:30pm**Location:** Pilot Butte Room 199**Attendees will receive the training book *I've DIBEL'd, Now What?*****Learning & Using the New Intervention Plans - May 30th Session*****Registration is limited.***

- Learn how to read and understand the new Intervention Plans
- Learn how to place students in Tier 2 or Tier 3
- Learn what the interventions are for students in Tier 2 and Tier 3

Who Should Attend:K-12th Grade Teachers, Administrators, AMP Chairs**Dates:** May 30, 2017 (same session offered June 1)**Times:** 12:30pm-3:30pm**Location:** Pilot Butte Library

Learning & Using the New Intervention Plans – June 1st Session***Registration is limited.***

- Learn how to read and understand the new Intervention Plans
- Learn how to place students in Tier 2 or Tier 3
- Learn what the interventions are for students in Tier 2 and Tier 3

Who Should Attend:K-12th Grade Teachers, Administrators, AMP Chairs**Dates:** June 1, 2017 (same session offered May 30)**Times:** 8:00am-11:00am**Location:** Pilot Butte Room 199**ReadyGEN Walk-Through – May 31st Session*****Registration is limited.***

- Learn how to navigate the ReadyGEN website
- Learn how to set up classes
- Instructional Planning Time

Who Should Attend:K-5th Grade Teachers, Title I Teachers, Special Education Teachers, English Learner Teachers, Administrators**Dates:** May 31, 2017 (same session offered June 2 and June 5)**Times:** 8:00am-3:00pm (1 hour lunch on your own)**Location:** Pilot Butte Library**ReadyGEN Walk-Through – June 2nd Session*****Registration is limited.***

- Learn how to navigate the ReadyGEN website
- Learn how to set up classes
- Instructional Planning Time

Who Should Attend:K-5th Grade Teachers, Title I Teachers, Special Education Teachers, English Learner Teachers, Administrators**Dates:** June 2, 2017 (same session offered May 31 and June 5)**Times:** 8:00am-3:00pm (1 hour lunch on your own)**Location:** Pilot Butte Library**ReadyGEN Walk-Through – June 5th Session*****Registration is limited.***

- Learn how to navigate the ReadyGEN website
- Learn how to set up classes
- Instructional Planning Time

Who Should Attend:K-5th Grade Teachers, Title I Teachers, Special Education Teachers, English Learner Teachers, Administrators**Dates:** June 5, 2017 (same session offered May 31 and June 2)**Times:** 8:00am-3:00pm (1 hour lunch on your own)**Location:** Pilot Butte Library

ReadyGEN Train-the-Trainer

Registration is limited.

- Navigate through print and digital features
- Understand lesson structure and planning options
- Identify CCSS or state/college and career support
- Identify differentiated instruction opportunities
- Understand assessment and progress monitoring options

Who Should Attend:

Instructional Teacher Leaders, Instructional Facilitators

Dates: June 7-8, 2017

Times: 8:00-4:00 (1 hour lunch on your own)

Location: Pilot Butte Library

SpringBoard Quick Start

Registration is limited.

- Gain a general understanding of the features of SpringBoard
- Exposed to essential elements of print and digital components
- Begin planning your first unit of instruction with scaffolding activities, embedded assessments and digital resources

Who Should Attend:

6th-12th Grade Teachers, Special Education Teachers, English Learner Teachers, Administrators

Dates: June 6-8, 2017

Times: 8:00am-4:00pm (1 hour lunch on your own)

Location: Pilot Butte Room 199

Tier 2 and 3 Intervention Strategies

Registration is limited.

- Learn effective intervention teaching strategies to use with students in Tier 2 and Tier 3
- Learn which resources to use with students in Tier 2 and Tier 3 using the newly adopted ELA/EL resources
- Learn other prescriptive options to use with students in Tier2 and Tier 3

Who Should Attend:

K-12th Grade Teachers, Title I Teachers, Special Education Teachers, English Learner Teachers, AMP Chairs, Administrators

Dates: August 1, 2017

Times: 8:00am-1:00pm

Location: CAB PDC Room

Tier 2 and 3 Intervention Strategies & Handbook

Registration is limited.

- Learn the new intervention framework
- Learn effective strategies to teach Tier 2 and Tier 3 students
- Learn diagnostic assessments to identify and meet the needs of students

Who Should Attend:

K-12th Grade Teachers, Administrators, Title I Teachers, Special Education Teachers, English Learner Teachers, AMP Chairs

Dates: July 31, 2017

Times: 8:00am-1:00pm

Location: CAB PDC Room

Write Tools-Informative/Explanatory – Grades K-2**Registration is limited.**

- Learn the steps of teaching informative/explanatory writing in a concrete way that has students producing quality, organized informative pieces
- Explore ways to connect reading and writing using a variety of text
- Learn how to differentiate writing instruction based on students' needs

Who Should Attend:K-2nd Grade Teachers who have not attended a full day of Informative/Explanatory Training**Dates:** June 12, 2017**Times:** 8:30am-3:30pm (1 hour lunch on your own)**Location:** Pilot Butte Library & Cafeteria**Informative/Explanatory binder provided****Write Tools-Informative/Explanatory – Grades 3 and up**
limited.**Registration is**

- Learn the steps of teaching informative/explanatory writing in a concrete way that has students producing quality, organized informative pieces
- Explore ways to connect reading and writing using a variety of text
- Learn how to differentiate writing instruction based on students' needs

Who Should Attend:3rd-12th Grade Teachers who have not attended a full day of Informative/Explanatory Training**Dates:** June 12, 2017**Times:** 8:30am-3:30pm (1 hour lunch on your own)**Location:** Pilot Butte Library & Cafeteria**Informative/Explanatory binder provided****Write Tools- Opinion – Grades K-5****Registration is limited.**

- Learn the steps of teaching argumentative/opinion writing in a concrete way that has students producing quality, organized argumentative pieces
- Explore ways to connect reading and writing using a variety of text
- Learn how to differentiate writing instruction based on students' needs

Who Should Attend:K-5th Grade Teachers who have not attended a full day of Argumentative/Opinion Training**Dates:** June 13, 2017**Times:** 8:30am-3:30pm (1 hour lunch on your own)**Location:** Pilot Butte Library & Cafeteria**Opinion binder provided****Write Tools- Argumentative – Grades 6-12****Registration is limited.**

- Learn the steps of teaching argumentative/opinion writing in a concrete way that has students producing quality, organized argumentative pieces
- Explore ways to connect reading and writing using a variety of text
- Learn how to differentiate writing instruction based on students' needs

Who Should Attend:6th-12th Grade Teachers who have not attended a full day of Argumentative/Opinion Training**Dates:** June 13, 2017**Times:** 8:30am-3:30pm (1 hour lunch on your own)**Location:** Pilot Butte Library & Cafeteria**Argumentative binder provided**

Write Tools- Narrative – Grades K-2**Registration is limited.**

- Learn the steps of teaching narrative writing in a concrete way that has students producing quality, organized narratives
- Explore ways to connect reading and writing using mentor texts
- Learn how to differentiate writing instruction based on students' needs

Who Should Attend:K-2nd Grade Teachers who have not attended a full day of Narrative Training**Dates:** June 19, 2017**Times:** 8:30am-3:30pm (1 hour lunch on your own)**Location:** CAB PDC & Board Room**Narrative binder provided****Write Tools- Narrative – Grades 3 and up****Registration is limited.**

- Learn the steps of teaching narrative writing in a concrete way that has students producing quality, organized narratives
- Explore ways to connect reading and writing using mentor texts
- Learn how to differentiate writing instruction based on students' needs

Who Should Attend:3rd 12th Grade Teachers who have not attended a full day of Narrative Training**Dates:** June 19, 2017**Times:** 8:30am-3:30pm (1 hour lunch on your own)**Location:** CAB PDC & Board Room**Narrative binder provided****Exploring Avancemos & Bien Dit****Registration is limited.**

- Explore new classroom and online resources
- Assessment Tools
- Lesson Planning

Who Should Attend:9th-12th Grade Foreign Language Teachers**Dates:** May 31-June 1, 2017**Times:** 8:00-3:00 (1 hour lunch on your own)**Location:** RSHS Room 302**Eureka Math with All Students in Mind – Grades K-1****Registration is limited.**

- Strategies for delivering and differentiating Eureka Math lessons
- Address concerns such as challenges for English Learner (EL) students
- Share ideas with colleagues

Who Should Attend:K-1st Grade Teachers**Dates:** May 31, 2017**Times:** 8:00am-11:00am**Location:** Pilot Butte Cafeteria**Bring your Eureka Math materials (print or online)**

Eureka Math with All Students in Mind – Grades 2-3

Registration is limited.

- Strategies for delivering and differentiating Eureka Math lessons
- Address concerns such as challenges for English Learner (EL) students
- Share ideas with colleagues

Who Should Attend:

2nd-3rd Grade Teachers

Dates: May 31, 2017

Times: 12:00pm-3:00pm

Location: Pilot Butte Cafeteria

Bring your Eureka Math materials (print or online)

Eureka Math with All Students in Mind – Grades 4-5

Registration is limited.

- Strategies for delivering and differentiating Eureka Math lessons
- Address concerns such as challenges for English Learner (EL) students
- Share ideas with colleagues

Who Should Attend:

4th -5th Grade Teachers

Dates: June 1, 2017

Times: 8:00am-11:00am

Location: Pilot Butte Cafeteria

Bring your Eureka Math materials (print or online)

Eureka Math with All Students in Mind – Grades 6-8
limited.

Registration is

- Strategies for delivering and differentiating Eureka Math lessons
- Address concerns such as challenges for English Learner (EL) students
- Share ideas with colleagues

Who Should Attend:

6th-8th Grade Teachers

Dates: June 1, 2017

Times: 12:00pm-3:00pm

Location: Pilot Butte Cafeteria

Bring your Eureka Math materials (print or online)

Apple Professional Learning

Registration is limited.

- Personalized training from Deanna Dykstra-Lathrom Senior Specialist from Apple Professional Learning
- Best practices of the effective use of technology in the classroom centralized around the needs identified by the group

Who Should Attend:

Instructional Teacher Leaders, District Department Chairs

Dates: June 26-29, 2017

Times: 8:00-3:00 (1 hour lunch on your own)

Location: PDC

Bring your laptop

Technology Ed Camp**Registration is limited.**

- Beginner, Intermediate and Advances sessions available
- Google Suite
- Formative assessment with technology
- Flipped classrooms
- Self-grading assessments
- Worldwide collaboration
- Virtual field trips
- And more!

Who Should Attend:

K-12th Grade Teachers, Title I Teachers, Special Education Teachers, English Learner Teachers, Administrators

Dates: June 14-15, 2017**Times:** 8:00am-3:00pm (1 hour lunch on your own)**Bring your own device(s)****Location:** Pilot Butte Rooms 185, 189, 190, 191, 194, 195, 196, 198 (6th Grade Hallway)**Technology Sessions****STEM****Registration is limited.**

- Short STEM projects for K-4th grade students
- Online STEM resources

Who Should Attend:

K-4th Grade Teachers

Dates: June 9, 2017**Times:** 8:00am-4:00pm (1 hour lunch on your own)**Location:** Pilot Butte Library**STEM****STEM with GIS****Registration is limited.**

- STEM projects for 5th-12th grade students
- How to use Graphical Information Systems in the classroom

Who Should Attend:

5th-12th Grade Teachers

Dates: June 9, 2017**Times:** 8:00am-4:00pm (1 hour lunch on your own)**Location:** Pilot Butte Library**Engage, Manage, Monitor****Registration is limited.**

- Learn how to build a safe, respectful community of learners
- Learn how Kagan Structures contribute to good classroom management
- Learn how to keep students engaged in learning

Who Should Attend:

K-6th Grade Teachers

Dates: June 6, 2017**Times:** 8:30am-3:30pm (1 hour lunch on your own)**Location:** Pilot Butte Library**Accommodating All
Learners Sessions**

Differentiation in the Classroom

Registration is limited.

- What is differentiation
- Research that supports why differentiation is important
- How to differentiate instruction to accommodate all learners
- Components of differentiation
- Tools and strategies for the differentiation toolbox

Who Should Attend:

K-12th Grade Teachers

Dates: June 20-22, 2017

Times: 8:30am-3:30pm (1 hour lunch on your own)

Location: CAB Board Room

Secondary Classroom Management

Registration is limited.

- Learn multiple management strategies
- Practice with peers in a safe environment

Who Should Attend:

6th-12th Grade Teachers (especially helpful to teachers in their 1st-5th year in SCSD#1)

Dates: May 30, 2017

Times: 8:00am-3:00pm (1 hour lunch on your own)

Location: Pilot Butte Room 199

Using Data to Evaluate Instructional Design AM Leadership

Registration is limited.

- Determine critical elements of a great instructional plan
- Make connections between assessment data, curriculum, and the effectiveness of a lesson
- Develop a plan for tackling data analysis at the school or department level

Who Should Attend:

Administrators, District Department Chairs, School Improvement Chairs

Dates: June 12, 2017 (same session offered June 12 at 12:30)

Times: 8:00am-9:30am

Location: CAB PDC

Using Data to Evaluate Instructional Design PM Leadership

Registration is limited.

- Determine critical elements of a great instructional plan
- Make connections between assessment data, curriculum, and effectiveness of a lesson
- Develop a plan for tackling data analysis at the school or department level

Who Should Attend:

Administrators, District Department Chairs, School Improvement Chairs

Dates: June 12, 2017 (same session offered June 12 at 8:00)

Times: 12:30am-2:00pm

Location: CAB PDC

Using Data to Evaluate Instructional Design AM Teacher

Registration is limited.

- Determine critical elements of a great instructional plan
- Make connections between assessment data, curriculum, and effectiveness of a lesson
- Develop a plan for tackling state and common assessment data individually or within a PLC

Who Should Attend:

K-12th Grade Teachers, Title I Teachers, Special Education Teachers, English Learner Teachers

Dates: June 12, 2017 (same session offered June 12 at 2:30)

Times: 10:00am-11:30am

Location: CAB PDC

Using Data to Evaluate Instructional Design PM Teacher

Registration is limited.

- Determine critical elements of a great instructional plan
- Make connections between assessment data, curriculum, and effectiveness of a lesson
- Develop a plan for tackling state and common assessment data individually or within a PLC

Who Should Attend:

K-12th Grade Teachers, Title I Teachers, Special Education Teachers, English Learner Teachers

Dates: June 12, 2017 (same session offered June 12 at 10:00)

Times: 2:30am-4:00pm

Location: CAB PDC

Restorative Practices-June 13th Session

Registration is limited.

- Be able to build strong communities within your classroom/school
- Be able to facilitate circles to improve behavior, academics, and build trust within classroom/school
- Be able to use verbal tools to decrease referrals and classroom disruptions
- Be able to use verbal tools to celebrate successes by students and staff

Who Should Attend:

K-12th Grade Teachers, Special Education Teachers, Administrators

Dates: June 13, 2017 (same session offered June 14)

Times: 7:30am-4:30pm (1 hour lunch on your own)

Location: CAB Board Room

Books supplied for participants

Restorative Practices-June 14th Session

Registration is limited.

- Be able to build strong communities within your classroom/school
- Be able to facilitate circles to improve behavior, academics, and build trust within classroom/school
- Be able to use verbal tools to decrease referrals and classroom disruptions
- Be able to use verbal tools to celebrate successes by students and staff

Who Should Attend:

K-12th Grade Teachers, Special Education Teachers, Administrators

Dates: June 14, 2017 (same session offered June 13)

Times: 7:30am-4:30pm (1 hour lunch on your own)

Location: CAB Board Room

Books supplied for participants



Appendix L

Sweetwater County School District #1 Long-Range Plan

SUBJECTS	14/15	15/16	16/17	17/18	18/19	19/20	20/21	21/22	22/23	23/24	24/25	25/26	26/27	27/28	28/29
Math	C	VC	R/A	VA SSR		C	VC	R/A	VA						
Health/PE	C	VC	R/A	VA		SSR	C	VC	R/A	VA					
ELA		C	VC	R/A	VA			SSR	C	VC	R/A	VA			
Info Lit/Foreign Language		C	VC	R/A	VA			SSR	C	VC	R/A	VA			
Social Studies			C	VC	R/A	VA				SSR	C	VC	R/A	VA	
Fine and Performing Arts			C	VC	R/A	VA SSR		C	VC	R/A	VA				
Science		SSR		C	VC	R/A	VA		C	VC	R/A	VA SSR		C	VC
Career & Tech Education		SSR		C	VC	R/A	VA			SSR		C	VC	R/A	VA

C	Development of Curriculum Documents
VC	Implementation and Validation of the new Curriculum
R	Resource Selection
A	Development of Common Formative Assessments
VA	Implementation and Validation of the new Assessments
SSR	State Standard Review

SCSD#1
1/13/17

Appendix M



**SWEETWATER COUNTY
SCHOOL DISTRICT #1**

Introducing the 2017-2018

Instructional Teacher Leadership Opportunity

Supporting the implementation of the Instructional Model

Improving schools is complex and challenging; it cannot be done without strong leadership. The Sweetwater County School District #1 Curriculum, Instruction and Assessment Department is pleased to once again offer the Instructional Teacher Leadership Opportunity, designed to challenge and support instructional leaders across our district to develop their leadership skills and instructional strategies. The Instructional Teacher Leadership Opportunity will focus on supporting the instructional model expectations for the 2017 – 2018 school year. These expectations include:

- *Support a collaborative culture of collective responsibility for our students' learning*
- *Roll out of the curriculum maps in alignment to the Wyoming Content and Performance Standards*
- *Support quality lesson design and purposeful planning*
- *Use and implementation of technology into lesson planning*
- *Support the implementation of newly adopted resources in English Language Arts/English Learners and Secondary Foreign Language*

INSTRUCTIONAL LEADERSHIP OPPORTUNITY			
Who should apply?	Eligibility	Training and Facilitation Schedule	Selection criteria
Instructional leaders who are interested in: <ul style="list-style-type: none"> • Developing their leadership skills to support collaborative learning and practice with colleagues • Deepening their understanding of District Curriculum Maps in alignment to the Wyoming Content and Performance Standards • Understanding instructional expectations and quality lesson design 	<ul style="list-style-type: none"> • Minimum of 3 years teaching experience • Must be a member of a school-based teacher team focused on improving student outcomes (grade-level, department, instructional, school improvement, leadership) • Principals will be asked to approve all applicants 	<ul style="list-style-type: none"> • Trainings will be held on: <ul style="list-style-type: none"> ○ June 6-8, 2017- English Language Arts ○ June 26-29, 2017- Technology • Two hour planning sessions will be held during the following months from 4:00 – 6:00 pm: <ul style="list-style-type: none"> ○ October ○ December ○ February • Facilitate Professional Development sessions on: <ul style="list-style-type: none"> ○ August 16 & 17, 8:00-4:00 (tentatively planned) ○ October 20, 8:00 – 11:30 ○ December 22, 8:00-11:30 ○ March 9, 8:00-11:30 	Applications will be selected on: <ul style="list-style-type: none"> • Eligibility criteria • Responses to essay questions (listed below) • Principal recommendation • Principal approval

April 2017

Sweetwater County School District #1

Stipends for the Instructional Teacher Leadership Opportunity will be provided. These stipends are dependent on work completion, attendance of trainings (including summer trainings), facilitation of professional development, and final presentation of artifacts.

Full stipends are \$3,000.00

Once selected for the opportunity, participants will develop the skills needed to lead instructional improvements. This will be accomplished through professional development teams i.e.: grade level teams, department or other teacher teams while rolling out the curriculum maps, quality lesson design and best practice instructional strategies to support the 2017-18 district wide instructional expectations.

Upon successful completion of the trainings and professional development, participants will:

- Possess the knowledge and skills to lead and support their colleagues in collaborative learning and practice
- Have completed a significant artifact with their teacher team related to a component of the instructional expectations
- Understand staff development models as they relate to team meetings and teacher collaboration
- Have used and practiced a variety of facilitation protocols for effective meetings and conversations

Instructional Leadership Application Process

To apply for this opportunity you will need to complete and submit the following documents to your building principal for submission to the Curriculum, Instruction and Assessment Office by May 1, 2017:

- ***The application form***
- ***Principal recommendation and/or approval***
- ***Responses to essay questions***

Applicants will be asked to submit responses to the following essay questions:

1. In thinking about your current position, describe an experience that reflects your ability to influence and impact student outcomes in your school. What goals and aspirations do you have as a leader moving forward?
2. Discuss your role in implementing common assessments, curriculum maps, quality lesson design, and instructional planning tools in your classroom and/or in your school. What successes and challenges did you face?

The essay answers are to be attached and sent with your application form.

APPLICATION FOR INSTRUCTIONAL TEACHER LEADERSHIP OPPORTUNITY
2017-2018

Name

Address

Telephone #

Elementary Grade Level/Secondary Content Area Applying For

Current School and Position

Years in this position

Current Principal

Phone Number

Previous Work in Education

Position/School	Year	Telephone Number	Principal

Education History

School	Year	Degree Attained

April 2017

Sweetwater County School District #1

Instructional Teacher Leadership Information

Professional Development Facilitation Dates	Content of Training Seminars
<p>Professional development sessions (collaborative planning teams with grade levels/departments) will be held on:</p> <ul style="list-style-type: none"> • August 16 & 17, 8:00-4:00 (tentatively planned) • October 20, 8:00 – 11:30 • December 22, 8:00-11:30 • March 9, 8:00-11:30 	<p>Full day trainings will be held on June 6-8, 2017 for English Language Arts training and June 26-29, 2017 for Technology training.</p> <p><i>Support a collaborative culture of collective responsibility for our students' learning</i></p> <ul style="list-style-type: none"> • <i>Roll out of the curriculum maps in alignment to the Wyoming Content and Performance Standards</i> • <i>Support quality lesson design and purposeful planning</i> • <i>Use and implementation of technology into lesson planning</i> • <i>Support the implementation of newly adopted resources in English Language Arts/English Learner and Secondary Foreign Language</i> <p>Two hour planning sessions will be held during the following months from 4:00 – 6:00pm:</p> <ul style="list-style-type: none"> • Session 1: October • Session 2: December • Session 3: February



Sweetwater County School District #1
Sweetwater County School District #1

Desert View Elementary



Home of the Mustangs

Rock Springs, Wyoming
Barbara Rezzonico, Principal

2017-2018

PLAN SIGNATURES

SCSD#1 Superintendent

SCSD#1 Board Chairman

WAEA SCSD#1 School Improvement Representative

School Improvement Steering Committee Signatures

Principal

Community Member

Parent

Teacher

Teacher

Teacher

State Accountability Report



Confidential - This report may contain counts and percentages which would compromise student confidentiality if publicized and is intended solely for school and district administrators for reviewing WAEA School Performance Reporting.

2015-16 School Performance Report For Elementary and Middle School Grades

District Name: **Laramie #1**
 School Name: **Saddle Ridge Elementary**
 Grades Served: **K-6**
 Enrollment: **465**

MEETING EXPECTATIONS

Schools in Wyoming may fall within one of four performance levels based on their pattern of performance on FOUR indicators: Achievement, Growth, Equity, and Participation Rate.

The FOUR performance levels are:

- EXCEEDING EXPECTATIONS
- MEETING EXPECTATIONS
- PARTIALLY MEETING EXPECTATIONS
- NOT MEETING EXPECTATIONS

(For a description of the performance levels see the end of this report.)

[School Accountability Implementation Handbook](#)

[Click this link for more information about the Wyoming Accountability in Education Act \(WAEA\).](#)

School Indicator Performance				
Only students enrolled at the school for a full academic year were included. Full Academic Year is October 1st through the midpoint of the state assessment window.				
Indicator	Category	Score	Count of Students	Description
Growth	Meeting Targets	57.0	179	Growth is a median student growth percentile (MGP) in reading and math combined for all students in grades four through eight as measured by the PAWS.
Equity	Exceeding Targets	67.5	46	Equity is the median student growth percentile (MGP) in reading and math combined for a subgroup of students who had low reading and math test scores in the prior year.
Achievement	Meeting Targets	66 %	250	Achievement is the percent proficient or above on state tests in reading, mathematics, and science.
Participation Rate	Met			The participation rate requirement is 95%. The participation rate threshold is 90%. When a school's participation rate is below the requirement but at or above the threshold, the school is docked one performance level. When a school's participation rate is below the threshold the school is considered not scorable and is assigned to the not meeting expectation performance level.

	Performance Categories and Associated Scores		
	Below Targets	Meeting Targets	Exceeding Targets
Growth	< 45	>= 45 and < 60	>= 60
Equity	< 47	>= 47 and < 60	>= 60
Achievement	< 52	>= 52 and < 69	>= 69

Needs Assessment

1. Based on the state accountability report, which area (growth, equity, achievement, graduation rate, participation rate) is the lowest for your school?
2. What other data sources could give you more information about this area of need? What is that additional data telling you needs the most attention?
3. Based on the state accountability report, which area (growth, equity, achievement, participation rate) is the second lowest for your school?
4. What other data sources could give you more information about this area of need? What is that additional data telling you needs the most attention?
5. Below are two goal templates, please write one SMART goal around question #1 and one SMART goal around question #3.
6. Please complete the action plan below detailing the steps you will take to meet that goal throughout the year and the artifacts you will gather to show completion of the steps. Action plans steps should consider: curriculum needs, instructional practices, assessments, interventions, and staff development needs.
7. Please note that the plan will evolve as steps are completed and new action steps are in order. Please reconvene your steering team monthly to update future action items.

GOAL #1: _____

Timeline	Action Steps	Was this action step in place in	Evidence of Completion (Submitted artifacts housed in
----------	--------------	----------------------------------	--

		2016-2017?	SharePoint)
August/September			
October			
November/December			
January			
February	Meet with SLT evaluator to review plan implementation and needed adjustments		
March			
April			

May			

GOAL #2: _____

Timeline	Action Steps	Was this action step in place in 2016-2017?	Evidence of Completion
August/September			
October			

November/December			
January			
February	Meet with SLT evaluator to review plan implementation and needed adjustments		
March			
April			
May			

All Title I Schools:

Explain how school-wide research-based instructional reform strategies strengthen the core academic program, increase amount and quality of learning time, and provide additional supports to all students.

Describe how your school involves teachers in decisions regarding the use of assessment data to improve instruction and student performance and for continuous improvement, including by providing time for collaboration on the use of data.

List the major strategies utilized by your school to increase effective parental involvement (include use of a parent compact and activities in accordance with ESEA Section 1118, such as family literacy services.)

If applicable, what is your school's plan for assisting in the transition of students from early childhood programs to elementary school programs?

List the major high quality and ongoing professional development activities at your school that impact areas of identified need.

What is your school's approach to providing additional assistance to students experiencing difficulties in mastery of the standards?

Briefly describe your needs assessment and planning process; and describe how stakeholders are engaged in the process.

What strategies are used to attract highly qualified teachers to high need Title I schools?

How do you coordinate and integrate federal, state, and local services and programs?

SIG Schools:

Explain how the district and/or school ensures that the curriculum, instruction, and assessment are aligned with state standards and vertically aligned from one grade level to the next.

Explain how teachers differentiate assignments in response to individual student performance on pretests and other methods of assessment.

Explain how instructional teams analyze assessment results and make decision about curriculum, instruction and interventions.

Explain how all teachers use instructional strategies that are grounded in research-based practices and address the learning needs of all students.

Describe how families and the community are meaningfully engaged in decisions that impact school improvement and the school environment.

Describe how staff are provided high-quality, job- embedded, differentiated professional development for both school improvement reform strategies and teacher effectiveness.

Describe how the district uses external service providers for key services in SIG schools.

How does the school provide extended learning opportunities (e.g., summer programs, after-school and supplemental educational services, enrichment programs)?

Describe how sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement a fully comprehensive approach to improve student performance has been given to the school.

Explain your teacher and leader evaluation system.

Briefly describe the District/School procedures for recruiting, evaluating, rewarding, and replacing staff.

Appendix O

File: GCN (Also AFC)

Sweetwater County School District Number One

Performance Evaluation Systems

The Effective Educator Scale Rubrics shall be the evaluation tool utilized. These scales consist of a performance area, four possible levels of performance (unsatisfactory, basic, proficient, or distinguished), behavior statement criteria, and indicators.

Philosophy of Instruction

The primary purpose of instruction in Sweetwater County School District No. One is to engage students in learning, providing opportunities to achieve their highest academic, intellectual and emotional growth within the educational community.

Philosophy of Evaluation

The purpose of evaluation in Sweetwater County School District No. One is to maintain and improve the quality of teaching and learning. The evaluation process is based upon trust and mutual cooperation.

Procedures for Initial and Year Two and Year Three Contract Certified Staff

Components

Orientation

A thorough explanation of the Effective Educator Scale Rubrics, performance areas, criteria, and indicators and how they define expectations is an essential element to ensure a positive attitude toward evaluation.

It is the District's responsibility to ensure certified staff members have the opportunity to fully review the Effective Educator Scale Rubrics, performance areas, criteria, and indicators, forms and reporting formats related to the evaluation.

It is the contract staff member's responsibility to thoroughly understand the responsibilities as defined by the Effective Educator Scale Rubrics and indicator and to ask any questions if in doubt.

A portion of the orientation program shall include the visitation of a variety of school areas and discussion with those performing roles within those areas.

Orientation Colleague Availability

An opportunity will be provided for initial and year two and three contract certified staff members to avail themselves of an orientation colleague at the building site or one specific to area of specialty in order to provide non-evaluative feedback in support of either goals listed on the Professional Development Plan or professional job targets associated with individual staff development. Such an opportunity will be afforded to all initial and year two and three contract certified staff members and notice of the availability of such individuals would be discussed during the orientation conference. These expert orientation colleagues shall not serve as administrators or sources of data collected to substantiate a summative judgment.

The building administrator will confirm the availability and choice made regarding an orientation colleague no later than the first formative feedback conference. It is encouraged that initial, year two and year three contract certified staff members take advantage of an orientation colleague.

Formative/Assessment and Summative/Evaluation

Sweetwater County School District No. One has designed a system of supervision for two purposes - one of evaluation and the other assessment. The first is a summative evaluation purpose, in which evaluation provides information for use in making personnel management decisions, such as dismissal and promotion. The second and primary focus of District One's supervision system is to promote the professional development of certified staff members. Such formative assessment promotes an administrator-certified staff member relationship built on collaboration, trust and mutual respect.

1.1

Formative

Pre-Observation Conference

The purpose of a pre-observation conference is to provide a purposeful and meaningful dialogue regarding 1.) the objective of the activity to be observed, 2.) the prior learning of the students, 3.) the learning activities or methods to be used to meet the stated objectives, and/or 4.) any relevant characteristics of the learning environment of the classroom.

Formal Classroom Observation

A formal observation consists of a visitation of a lesson as defined during the pre-conference. Formal observations will be preceded by a pre-observation conference. One formal observation shall take place early in the first semester (no later than October 31 of the 90-day probationary period for initial contract certified staff members) and at least one Informal or Unannounced Observation occurring after December 1 and before January 31. For year two/three staff and continuing contract staff, this required observation shall occur after December 1 but before March 31.

Administrators or Plan A certified staff members may initiate one additional formal observation at their discretion. Such an additional formal observation will be provided upon request of the certified staff member or administrator. A maximum of two formals might be referred to in the Professional Development Plan thus making a formal request unnecessary. In either event, the maximum of two formal observations is permitted before January 31 for initial contract certified staff members and March 31 for year two and three staff and requested continuing contract staff.

Unannounced/Informal Observation

An unannounced observation is a visitation of a certified professional for which there may not be a pre-conference. An unannounced observation may take place for a portion of a class period or lesson or an entire class period or lesson presentation.

Post observation (Feedback) Conference

The post observation conference will occur within five school days following the completion of a formal observation unless mutually agreed upon to change the follow-up time. The purpose of this conference shall be to share pertinent data collected during the observation and will focus on discussion of factors relevant to the Effective Educator Scale Rubrics, performance areas, criteria, and indicators. The administrator will maintain the Summative Evaluation Report of conference dates and matters discussed indicating the conference Summative Evaluation Report.

Supporting Data and Input

Work Samples

A variety of relevant artifacts may be collected by the administrator and contract staff member to include, but not limited to: classroom assessments, writing prompts, student projects, completed homework samples etc.

Informal/Unannounced Observation

A primary purpose of informal observation is to validate and support effective instruction on a continual basis. Informal observation shall occur during the periodic interaction and instructional support of all staff within the educational setting. Such observation shall be a natural process which acknowledges performance beyond the formal observation; e.g., walk-through supervision, casual visits and ongoing observation of certified staff member's interaction with students, parents and other staff. Informal observations may be preceded with or without a pre conference. A decision to conduct an informal observation with or without a pre conference shall rest with the administrator.

If informal/unannounced observations raise concerns regarding a certified staff member's performance the administrator will conduct a post conference within five school days with the certified staff member unless it is mutually agreed upon to change the follow-up time. A written record of all matters discussed will be maintained.

Information gathered through observations must be documented in the Informal Observation Report and in the Summative Evaluation Report. Hearsay input will not be used as supporting data.

Summative Conference and Report

The first summative report and conference shall be completed by December 1 of each certified staff member's probationary period. The second summative evaluation conference and report will be completed for each initial contract staff member by January 31. Year two, year three, and requested continuing contract staff members shall have their summative conference and report completed no later than March 31. Plan B continuing contract certified staff members will have a summative done yearly.

The conference and report will focus on the certified staff member's overall performance throughout the year and will include information gained through formal and informal observations, unannounced observations, work samples, conferences between the administrator and certified staff member and other data resources cited as appropriate to substantiate performance.

The summative evaluation report will include: 1.) a rating and description of performance for each Effective Educator Scale Rubric. The four performance levels are unsatisfactory, basic, proficient, and distinguished. The evaluation of the certified staff member's level of performance shall be based upon attaining a majority of the behavior statement criteria listed within each portion of the Effective Educator Scale Rubric. However, if the certified staff member is judged to be unsatisfactory in any behavior statement criterion, the certified staff member will be rated as unsatisfactory for that Effective Educator Scale Rubric. 2.) a summary of strengths and/or deficiencies, 3.) recommendations, and 4.) an overall evaluation statement for each performance area in which there is variation from district standard. The certified staff member and administrator will complete a status report of the Professional Development Plan.

The summative report will be signed by both parties within seven working days of the summative conference. The certified staff member may attach additional comments to the report, if desired. A copy of the signed Summative Evaluation Report will be provided to the certified staff member. The administrator will retain a copy of the report and any attachments.

The Professional Development Plan Status and Summative Report, including attachments and the certified staff member's comments (if any), will be forwarded, no later than April 15, to the Human Resource Office for inclusion in the certified staff member's personnel file.

Professional Development Plan

Setting professional goals is a central theme and major thrust of Sweetwater County School District No. One evaluation process. It is a task which requires time and thoughtful reflection. The administrator and certified staff member will work together in identifying and completing the Professional Development Plan. The administrator and the certified staff member should discuss Effective Educator Scale Rubrics which offer the greatest potential for professional growth. The professional development plan consists of one to three goals related to the Effective Educator Scale Rubrics performance areas, criteria, and indicators. These goals and the plan for achieving them are mutually developed and approved in final form by the administrator no later than October 1.

Differentiated Evaluation Methodologies - Plan A

Options exist to permit differentiated evaluation for continuing contract staff members. Plan A consists of formal observations and design of a Professional Development Plan. This option is similar to year two and year three certified staff member evaluation but with only one summative report. Plan B requires the development of a Professional Development Plan and one formal observation at a time mutually agreed upon by the certified staff member and the administrator. In either plan no fewer than a one goal Professional Development Plan shall be jointly set by the administrator and the certified staff member.

Plan A

Plan A for continuing contract staff will contain the number of required observations outlined for year two and three contract evaluation except the formal observations and post conference reporting may take place any time during the first semester. Second semester observations are also flexible regarding time but must call for summative report completion before March 31. A written statement submitted to formally request Plan A evaluation, by either the certified staff member or the administrator, shall be honored for any continuing contract staff member within 15 working days of the certified staff member school year beginning date or Plan B completion.

Procedures for Continuing Contract Certified Staff

Orientation

A thorough explanation of the Effective Educator Scale Rubrics, performance areas, criteria, and indicators and how they define expectations is an essential element to ensure a positive attitude toward evaluation.

It is the District's responsibility to ensure continuing contract certified staff members have the opportunity to fully review the Effective Educator Scale Rubrics, performance areas, criteria, and indicators and reporting formats related to the evaluation.

It is the continuing contract staff member's responsibility to thoroughly understand the responsibilities as defined by the Effective Educator Scale Rubrics, performance areas, criteria, and indicators.

Orientation Colleague Availability

An opportunity will be provided for continuing contract certified staff members to avail themselves of an orientation colleague at the building site or one specific to their area of specialty in order to provide non-evaluative feedback in support of either goals listed on the Professional Development Plan or professional job targets associated with individual staff development. Such an opportunity will be afforded to all continuing contract certified staff members and notice of the availability of such individuals will be discussed during the orientation conference. These expert orientation colleagues shall not serve as administrators or sources of data collected to substantiate a summative judgment.

Professional Development Plan

Setting professional goals is a central theme and major focus of Sweetwater County School District No. One evaluation process. It is a task, which requires time and thoughtful reflection. The administrator and certified staff member will work together in identifying and completing the Professional Development Plan. The administrator and the certified staff member should discuss the Effective Educator Scale Rubrics and the Professional Development Plan Evaluation Rubric criteria, which offer the greatest potential for professional growth and impact on student learning. This initial discussion should include assessing the Professional Development Plan and its potential based on the Professional Development Plan Evaluation Rubric. The Professional Development Plan consists of one to three goals related to the Effective Teaching Scale Rubrics, performance areas, criteria, and indicators. These goals and the plan for achieving them are mutually developed and approved in final form by the administrator.

The Plan B method is a self-directed approach. If choices are not forthcoming from the certified staff member the administrator may suggest areas from the performance areas. Ultimately, a recommendation will need to come from the certified staff member.

The certified staff member initiates goals, plan organization, resources needed, planned activities, methods of plan assessment, impact expected on student performance, and how plan results will be shared with colleagues and if appropriate with students, no later than October 1. After these are listed on the Professional Development Plan, a conference is conducted with the administrator to finalize development. This conference shall be conducted within a reasonable time frame after the certified staff member's initial recommendation and no later than October 15.

Certified staff members meeting objectives on their Professional Development Plan (PDP) and wishing to continue with this level plan will be required to outline performance objectives for Plan B continuation during the yearly summative conference. Such an outline of performance objectives in support of a new PDP will be noted on the summative report. After agreement is reached between administrator and staff member and final authorization is provided by the administrator, the certified staff member will be required to submit a new PDP no later than 15 working days following the summative conference. The Professional Development Plan Status and Summative Report shall be completed and submitted within one school year of the most recent written summative report.

In order to move to and maintain Professional Development Plan level (Plan B) of evaluation a certified continuing contract staff member must be evaluated as basic, proficient, or distinguished in all but two Effective Educator Scale Rubrics. If these criteria are not met, any certified staff member (Plan A or B) will be referred to the attention of the Administrative Assistance Team. However, a staff member receiving four or more such "basic" ratings must direct PDP goals to these improvement areas. Due to this assurance requirement the administrator will collect data, which will assist her/him to provide documentation to substantiate required certification. A variety of methods may be used to collect required documentation, to include but not limited to: unannounced observations, formal and informal observations, work samples, etc. An option remains open to the administrator to prepare a narrative for those Plan B staff members evaluated as distinguished. This narrative should be attached to the Professional Development Plan Status and Summative Report.

Description of Professional Development Plan Components

Performance Areas

Professional Development Plans are to reflect one or more of the Effective Educator Scale Rubrics. The certified staff member would designate an indicator, when appropriate, beneath the Effective Educator Scale Rubrics chosen as part of their PDP goal.

Goal Statement

Goal/s are to be completed reflecting the identified area the certified staff wishes to develop.

PDP/Effective Educator Scale Rubric Relationship.

The PDP must have a direct link to an Effective Educator Scale Rubric in order to improve instruction.

Organization

Efforts to segment the Professional Development Plan may be organized by key dates. Such a time line will be presented early in the development of the PDP. The time line benchmark dates are to be included so as to maintain progress checks.

Resources

Staff members will need to list the human, financial, equipment and other material resources necessary to successfully meet the goal listed on the Professional Development Plan.

Activities

The actual day-to-day operational procedures employed on the Professional Development Plan shall be listed. The procedures would include pre-planning activities, research investigations, classroom intervention strategies and evaluations.

Methods of Plan Assessment

In an on-going manner, the professional shall analyze and assess the progress of the plan, by establishing and maintaining methods of data gathering, e.g., log books, journals, portfolios or other collection methods. At a minimum a plan progress check should occur at least quarterly with a yearly summary provided within one school year of the most recent written summative report.

Impact on Student Performance

Improving student performance should always be an important outcome of the PDP.

Results and Documentation

Documentation strategies will be listed in the PDP. The documentation section will prescribe the data to be collected, detail its availability and location.

Sharing Results

Results of the PDP should be shared during collaboration time with peers and, when appropriate, with students. Sharing of knowledge is a powerful tool used by educators.

Progress Checks

Two categories of progress checks are provided for the staff member to track growth. The categories are 'completed', and 'in progress'. NOTE: IF COMPLETED, AT LEAST A ONE GOAL PDP MUST BE DESIGNED OR RETAINED AND ACTIVE 15 SCHOOL DAYS FROM SUCH A DECISION POINT OR AT THAT TIME WHEN THIS DECISION IS DETERMINED. A GOAL DEEMED IN PROGRESS MUST BE COMPLETED THE FOLLOWING YEAR. It is expected that administrator and certified staff member will check progress in accordance with the pre-established PDP time line with a yearly summary provided within one school year of the most recent written summative report.

Administrator Comments

This section is used for narratives completed by the administrator which reflect the successes, progress, future direction and/or difficulties experienced by the staff member in the Professional Development Plan.

Staff Member Comments

If necessary, the staff member might wish to respond with supporting comments or rebut remarks made by the administrator. A comments section is listed for this purpose and could be written following the completion of the Administrator Comments section.

Summative

Conference and Report

The written summative report shall be delivered to the continuing contract staff member within seven school days of the summative conference and always within one school year of the most recent written summative report.

The conference and report will focus on the certified staff member's progress on professional development plan objectives, overall performance throughout the year, information gained through formal and informal observations, unannounced observations, work samples, conferences between the administrator and certified staff member and other data resources cited as appropriate to substantiate performance.

For Plan B the summative evaluation report will provide written report of progress on the Professional Development Plan goal as documented through interviews and formal/informal classroom observations. Due to the greater number of continuing contract staff members, there is certain to be the potential of having a greater number of Plan B staff members than Plan A. Therefore, administrators are permitted to stagger Plan B summative conference and reporting times throughout the year.

The summative report will be signed by both parties within seven school days of the summative conference. The certified staff member may attach additional comments to the report, if desired. A copy of the signed Summative Evaluation Report will be provided to the certified staff member. The administrator will retain a copy of the report and any attachments. The Professional Development Plan Status and Summative Report, including attachments and the certified staff member's comments (if any), will be forwarded within 15 school days to the Human Resources Office for inclusion in the certified staff member's personnel file.

Differentiated Evaluation Methodologies - Plan B

Options exist to permit differentiated evaluation for continuing contract staff members. Plan A consists of formal observations and design of a Professional Development Plan. This option is similar to initial year one and year two certified staff member evaluation but with only one summative report. Plan B requires the development of a Professional Development Plan and one formal observation at a time mutually agreed upon by the certified staff member and the administrator. In either plan no fewer than a one goal Professional Development Plan shall be jointly set by the administrator and the certified staff member.

Plan B

The Professional Development Plan is the central core for Plan B evaluation. This plan is available to continuing contract certified staff members and year three contract certified staff members upon the recommendation of the administrator and agreement of the year three contract certified staff member.

In addition, the Plan B certified staff member will have one formal observation at a time mutually agreed upon by the certified staff member and the administrator. Informal/unannounced observations by the administrator may occur at any time during the year. A written statement submitted to formally request Plan A evaluation, by either the certified staff member or the administrator, shall be honored for any continuing contract staff member within 15 working days of the certified staff member school year beginning date or Plan B completion.

PROFESSIONAL ASSISTANCE REVIEW PROGRAM

PHILOSOPHY OF PROFESSIONAL ASSISTANCE REVIEW PROGRAM

Professional evaluation in Sweetwater County School District Number One exists to maintain and improve the quality of teaching and learning. Such evaluation occurs within a process based on trust and mutual cooperation. The District understands the importance of these conditions and extends necessary assistance to teaching and support professionals who experience difficulties attaining performance standards set forth by the District.

THE PROFESSIONAL ASSISTANCE REVIEW PROGRAM IS BASED UPON THE FOLLOWING:

1. The building principal or supervising administrator is the prime evaluator of the certified professional's performance.
2. The administrative review board functions as the evaluative support team to building principals for certified professionals who have failed to meet standards.
3. Upon agreement between the certified professional and his/her principal, he/she may receive help from an assistance team. The certified professional being evaluated has the final decision as to whether or not he/she receives the benefit of the professional assistance team.
4. The assistance team is designed to provide optimum support for a professional when principal/administrator has determined that the certified staff member's performance is not satisfactory.
5. Assistance Team to assist in an emergency situation.

ADMINISTRATIVE ASSISTANCE TEAM

An Administrative Assistance Team is composed of at least 3 (three) district administrators. This review will, by consensus, determine whether or not an anonymous Professional Review Program recommendation of the supervising administrator is justified. Deliberation and review of data substantiating the recommendation shall be the responsibility of the Administrator Assistance Team. The supervising administrator will present their case to the Team and before a summative judgment is presented to the professional who might need assistance. The referral to the Team shall be made only after the entire evaluation process has been completed and after the School District Number One Effective Educator Scale Rubrics, performance areas, criteria, and indicators have been carefully applied to the certified staff members performance.

PROFESSIONAL ASSISTANCE REVIEW REFERRAL PROCEDURE

Certified staff members must be evaluated as basic, proficient, or distinguished in all but two Effective Educator Scale Rubrics. If these criteria are not met, any certified staff member (Plan A or B) will be referred to the attention of the Administrative Assistance Team. This referral is internal and occurs prior to the final decision to rate. This affords the administrator the opportunity to discuss the data supporting the "unsatisfactory" rating/s with other administrators on the Administrative Assistance Team. If the judgment of the evaluating administrator and the AAT places the professional at a deficiency level, the staff member will be offered the opportunity to become involved in the Professional Review Process.

1. The AAT is comprised of district administrators.
2. The AAT serves as the evaluative support team to building principals for certified professionals who are not yet meeting standards.

3. The initial referral to the AAT shall be made only after the observation process has been completed and the School District No. One Effective Educator Scale Rubrics, performance areas, criteria, and indicators have been carefully applied to the certified staff members performance and before a summative evaluation is presented to the staff member.
4. The AAT, by majority vote, will determine whether or not the standard/s rated below expected level are justified.
5. A vote will be taken after the administrator has presented their case to the AAT and before a summative judgment is presented to the professional who might need assistance.
6. After a summative evaluation (assuming it meets referral criteria) is presented to the staff member, an assistance plan including target dates will be mutually developed between the referred professional and administrator.
7. Upon agreement between the certified staff and her/his administrator, she/he may receive help from the professional assistance team. The certified staff member must decide whether or not she/he receives the benefit of the professional assistance team.

PROFESSIONAL ASSISTANCE TEAM

SELECTION, COMPOSITION AND FUNCTION

The Professional Assistance Team shall be composed of three certified staff members who have been trained in the skills of peer coaching, confidentiality, certified staff member observation, conferencing with peers, and School District #1 Effective Educator Scale Rubrics, performance areas, criteria, and indicators. The Assistance Team is selected to provide help in the area/s listed on the Assistance Plan(s) which shall be mutually developed between the referred professional and administrator. The Professional Assistance Team will collect data and employ the use of a non-evaluative feedback process.

1. The referred certified staff member shall select an assistance team coordinator from a cadre of qualified peer coaches. The coordinator in consultation with the assisted professional will choose the other members from this same team roster. At least one member of the support team (two including the coordinator) must be trained.
2. The Professional Assistance Team works directly with the certified staff member. They do not meet or discuss the plan with the supervising administrator. Upon referred professionals request the coordinator may meet with the supervising administrator along with the referred professional.
3. The Professional Assistance Team is non-evaluative in scope; the team does not evaluate the certified staff members' performance. The team is not involved with the routine evaluation process.
4. The team coordinator will record pertinent coaching suggestions and routine activities of the team. These notes will become the property of the referred certified staff member on the target date which will be listed on the Improvement Plan.

STEPS OF OPERATION FOR THE PROFESSIONAL ASSISTANCE TEAM

1. A meeting with the referred professional and appropriate administrative staff shall be held to explain the seriousness of the situation.
2. When the referred staff member agrees to receive assistance a trained coordinator for the team will be selected by the referred staff member.
3. The Assistance Plan is provided to the staff member. It is shared with the Professional Assistance Team only if the staff member agrees to receive help from the team.
4. The coordinator contacts the referred staff member to attend the Professional Assistance Team meeting to discuss the improvement plan at the building in which this certified staff member is assigned.

5. The coordinator, assistance team and supervising administrator, at the request of the referred staff member, may meet formally to explain the function of the team.
6. The referred staff member has the option to receive or refuse the team's help following the initial meeting with the team.
7. If the team's help is requested, a time line will be formulated to implement the Assistance Plan.

PRECAUTIONARY NOTES

1. Members of the Administrative Assistance Team (AAT) should not be included on a referred staff members' assistance team. The AAT will have made an evaluative decision and thus might prove biased during the data collection.
2. The Professional Assistance Team will not testify against a referred certified staff member.
3. No more than four improvements plans will be written for the certified staff member who is working with a Professional Assistance Team.

CERTIFIED STAFF MEMBER PERFORMANCE EVALUATION

DOCUMENTATION GUIDELINES

A primary purpose of the certified staff member evaluation system is to improve instructional effectiveness. However, if satisfactory performance is not achieved, the evaluation system serves another purpose of identifying those certified staff members who must be released through non-renewal, resignation or termination. The process for dealing with unsatisfactory performance is spelled out in law and district procedure. Careful attention will be paid to these legal and procedural stipulations in order to assure the rights of certified staff members. An essential ingredient in the process is the compilation of written documentation which specifically details the certified staff member's performance.

The following material outlines a practical system of documentation which is based on the concepts of clear communication and fairness. The system involves the use of several forms of documentation as follows:

Memoranda to the File

Memoranda are used to document incidents, and performances.

Memoranda can be kept in a variety of forms. One suggestion is a notebook of anecdotal records (log); a page designated for each individual, to include:

- brief and specific information
- factual material and observations; not conclusions or interpretations.
- the certified staff member's name, date of occurrence, facts, and the administrator's name.

Appropriate information must:

- be shared and open for the certified staff member's review
- be incorporated into evaluation documents and/or a summary memorandum.

Memoranda and appropriate anecdotal notes will become part of the Observation Records and submitted with the Summative Evaluation Report.

Specific Incident Memoranda

Note: While the material contained in this paper stresses documentation of unsatisfactory performance, the guidelines are equally applicable to documentation of effective performance or outstanding recognition!

Specific incident memoranda may be used to document behaviors of a more serious nature, such as complaints from a third party. A memorandum of this nature should be prepared and sent only after the supervisor holds a conference with the certified staff member during which time the incident is discussed and the certified staff member's viewpoint is considered.

A specific incident memorandum may include:

- names of parties involved (when appropriate)
- summary of the supervisor's observation or third party complaint, including dates and certified staff member's response
- supervisor's determinations
- any directives or reprimands to the certified staff member
- any vindication of accusations

A copy of the memorandum must be provided to the certified staff member and receipt should be acknowledged by the signing of the original memo. If the certified staff member refuses to sign the document, an adult witness should be present to sign the document verifying the certified staff member was given a copy of the document but refused to sign in acknowledgment of its receipt. In addition, the certified staff member is encouraged to respond, in writing, to the information contained in the memorandum. All such memoranda will become part of the Observation Reports. Such memoranda shall be shared with the certified staff member no more than three working days following the report of the incident.

Summary Memoranda

Summary memoranda outline the results of conferences with the certified staff member concerning several incidents and observations or general conferences regarding performance. A summary memorandum should:

- incorporate matters reflected in the file memoranda and matters not included in other written documentation
- outline observations from visitations
- clearly state directives given to the certified staff member
- establish standards and expectations regarding performance
- indicate the dates of conferences and subject(s) discussed.

As with the specific incidents memoranda, the certified staff member should be given a copy of the summary memoranda, acknowledge its receipt by signing the original document, and be afforded the opportunity to respond in writing. These memoranda will become part of the Observation Records.

Evaluation Documents

The evaluation documents shall be completed according to district procedures and standards in order to provide a clear description of observed performance, and indication of progress on objectives substantiated by evidence, and a concise summary of overall performance.

All evaluation documents will become part of the permanent personnel file. A complete evaluation includes:

1. Orientation acknowledgment and checklist of materials.
2. Observation Records indicating:
 - a. formal and informal data collection
 - b. attachments of any written memoranda, summary memoranda, and anecdotal notes
3. Professional Assistance Review, if appropriate
4. Summative Evaluation Reports
5. Professional Development Plan

General Guidelines for Documentation

In the preparation of any documentation, the following guidelines should be observed:

1. Rely on facts and observations rather than hearsay, inferences and judgments. Avoid conclusion statements which are not supported by facts.
2. Directives should be worded in a straightforward and precise manner to avoid confusion regarding expectations. Educational jargon should be avoided.
3. All documentation which is provided to the certified staff member should invite a response to clarify disagreements and include a place for signatures acknowledging receipt. Suggested wording at the conclusion of such a document is as follows:

"If you disagree with the facts or conclusions stated in this memorandum, please advise me in writing, no later than (date) so that we can meet and attempt to resolve any differences".

Administrator

I have received a copy of this memorandum.

Certified Staff Member

Date

(Signature does not indicate agreement or disagreement)

SWEETWATER COUNTY SCHOOL DISTRICT NO. ONE
PROFESSIONAL DEVELOPMENT PLAN
INITIAL CONFERENCE FORM

The Professional Development Conference has been completed and the Professional Development Plan has been approved.

Staff Member: _____ Position: _____

Signature: _____ Date: _____

Site/s: _____

Administrator: _____

Signature: _____ Date: _____

List Effective Educator Scale Rubrics and Indicators from which your plan has been developed.

--

Professional Development Plan (PDP) Initial Plan Approval Evaluation

Criteria	Unsatisfactory	Basic	Proficient	Distinguished	Comments
Plan approval Process	<input type="checkbox"/> Little to no preparation evident before conference.	<input type="checkbox"/> Some preparation evident before conference.	<input type="checkbox"/> Was prepared with a written draft of PDP. Clearly explained ideas, activities and plan. Links plan to established goals in the district.	<input type="checkbox"/> All of Proficient plus states personal and professional reasons that emphasize the importance of completing the activities in the PDP.	
Plan Quality	<input type="checkbox"/> Vague or non-existent connection to Effective Educator Scales Rubrics, district, school, grade level, department initiatives and does not impact student achievement. Plan does not have a solid basis. Plan is not acceptable.	<input type="checkbox"/> Ties to Effective Educator Scales Rubrics district, school, grade level, department initiatives and impact on student achievement is weak. Plan needs rework and revision.	<input type="checkbox"/> Plan clearly ties to Effective Educator Scales Rubrics, district, school, grade level, department initiatives and has impact on student achievement. Plan is well thought out and designed. Plan includes timeline for activities.	<input type="checkbox"/> All of Proficient plus educator has initiated activities on their own beyond the scope of the plan.	
Plan Organization	<input type="checkbox"/> Difficult to detect a pattern of logical organization.	<input type="checkbox"/> Sequence and order are questionable or confusing.	<input type="checkbox"/> Plan has a clear direction and logical sequence.	<input type="checkbox"/> All of Proficient plus plan has a clear order, sequence and explanatory details	
Rigor of Plan and Resources	<input type="checkbox"/> Plan is simplistic. Resources not considered.	<input type="checkbox"/> Plan is too narrow and simplistic or too grandiose. Resources not fully considered or unreasonable.	<input type="checkbox"/> Plan is reasonable, realistic, important and rigorous. Resources are reasonable and attainable.	<input type="checkbox"/> All of Proficient plus educator has a method for obtaining the necessary resources.	
Plan Activities	<input type="checkbox"/> Activities are simplistic or grandiose and are misaligned with district or school initiatives.	<input type="checkbox"/> Activities are too easy or too complex and are somewhat misaligned with district or school initiatives. Amount of time for activities not considered.	<input type="checkbox"/> Activities are within the scope of the educator to accomplish. Activities take an appropriate amount of time to accomplish.	<input type="checkbox"/> All of Proficient plus the activities have the potential to powerfully impact the ongoing improvement of teaching and learning.	

A. Goal Statement

B. PDP/Effective Educator Scale Rubric Relationship

How does your PDP tie into the Effective Educator Scale Rubric that you identified as an area of concentration?

C. Organization

How will you organize your plan to accomplish your PDP?

D. Resources

What resources will you need to accomplish your PDP?

E. Activities

What activities are planned to accomplish your PDP?

F. Methods of Plan Assessment

How will you assess the effectiveness of your PDP?

G. Impact on Student Performance

How might your PDP impact student achievement?

H. Sharing of Plan Results with students and/or staff

How will you accomplish this?

3.4

**Professional Development Plan
Evaluation Rubric**

Criteria	Unsatisfactory	Basic	Proficient	Distinguished
Plan Approval Process	<ul style="list-style-type: none"> •Little to no preparation evident before conference 	<ul style="list-style-type: none"> •Some preparation evident before conference 	<ul style="list-style-type: none"> •Was prepared with a written draft of PDP •Clearly explained ideas, activities and plan •Links plan to established goals in the district 	<ul style="list-style-type: none"> •All of Proficient plus states personal and professional reasons that emphasize the importance of completing the activities in the PDP
Plan Quality	<ul style="list-style-type: none"> •Vague or non-existent connection to Effective Educator Scales, district, school, grade level, department initiatives and does not impact student achievement •Plan does not have a solid basis •Plan is not acceptable 	<ul style="list-style-type: none"> •Ties to Effective Educator Scales, district, school, grade level, department initiatives and impact on student achievement is weak •Plan needs rework and revision 	<ul style="list-style-type: none"> •Plan clearly ties to Effective Educator Scales, district, school, grade level, department initiatives and has impact on student achievement •Plan is well thought out and designed •Plan includes timeline for activities 	<ul style="list-style-type: none"> •All of Proficient plus teacher has initiated activities on their own beyond the scope of the plan
Plan Organization	<ul style="list-style-type: none"> •Difficult to detect a pattern of logical organization 	<ul style="list-style-type: none"> •Sequence and order are questionable or confusing 	<ul style="list-style-type: none"> •Plan has a clear direction and logical sequence 	<ul style="list-style-type: none"> •All of Proficient plus plan has a clear order, sequence and explanatory details
Rigor of Plan and Resources	<ul style="list-style-type: none"> •Plan is simplistic •Resources not considered 	<ul style="list-style-type: none"> •Plan is too narrow and simplistic or too grandiose •Resources not fully considered or unreasonable 	<ul style="list-style-type: none"> •Plan is reasonable, realistic, important and rigorous •Resources are reasonable and attainable 	<ul style="list-style-type: none"> •All of Proficient plus educator has a method for obtaining the necessary resources
Plan Activities	<ul style="list-style-type: none"> •Activities are simplistic or grandiose and are misaligned with district or school initiatives 	<ul style="list-style-type: none"> •Activities are too easy or too complex and are somewhat misaligned with district or school initiatives •Amount of time for activities not considered 	<ul style="list-style-type: none"> •Activities are within the scope of the educator to accomplish •Activities take an appropriate amount of time to accomplish 	<ul style="list-style-type: none"> •All of Proficient plus the activities have the potential to powerfully impact the ongoing improvement of teaching and learning
Plan Results	<ul style="list-style-type: none"> •Results are not noted or are incomplete 	<ul style="list-style-type: none"> •Plan results are evident but difficult to understand or connect to district or school initiatives 	<ul style="list-style-type: none"> •Results are summarized •Results are organized •Results show clear evidence of impacting district or school initiatives 	<ul style="list-style-type: none"> •All of Proficient plus results are displayed in an easy to understand and easy to share format
Impact of Plan on Student Performance	<ul style="list-style-type: none"> •Little to no evident of activities being connected to improving student performance 	<ul style="list-style-type: none"> •Connections to improving student performance are unclear 	<ul style="list-style-type: none"> •Clear explanation and evidence of the expected impact on student performance is provided 	<ul style="list-style-type: none"> •All of Proficient plus a plan to gather follow-up data on student performance is included
Sharing Results	<ul style="list-style-type: none"> •Little to no plan for sharing 	<ul style="list-style-type: none"> •Educator plans to share results 	<ul style="list-style-type: none"> •Educator shares plan results 	<ul style="list-style-type: none"> •All of Proficient plus details

Sweetwater County School District #1 Strategic Plan



Sweetwater County School District #1

Board of Trustees

Contents

Chairman's Letter	2
Mission Statement	3
Strategic Priority Drivers	5
Board Training	6
Administration of District Functions	7
Communication	8
Strategic Priority Outcomes	9
Funding Resources	10
Professional Learning Community.....	11
Learning Enviroment	12



March 16, 2013

Dear Sweetwater County School District Number One Stakeholder:

Sweetwater One is at an important point in its history. Beginning in January 2013 the Board of Trustees began work on what you now hold in your hands: a high-level Strategic Plan. The plan will be adopted in June 2013, and then go into effect beginning with the 2013-2014 fiscal year that begins on July 1st. This Strategic Plan will be the defining document guiding the Board, our new Superintendent, and our neighborhood schools. The goals will cascade throughout this organization and be relevant every day in every classroom.

Why do we need a Strategic Plan? Our district is faced with a daunting task: educating students in the twenty-first century. The Board of Trustees agreed after the current board was seated in December of 2012 that it needed a plan with which to fulfill our duties to govern the district. The individual members of the Board met several times and spent hours determining which issues priorities were most important to the Board as a whole. With the help of an experienced facilitator, the trustees were able to build this plan you now possess.

Note that the priorities set by the trustees are divided into two categories: Driving Priorities, which are those that most contribute to the plan, and Outcome Priorities, which then come about from the foundations laid by the Drivers. Outcomes cannot exist without Drivers, and Drivers have no relevance without Outcomes.

This plan requires that every stakeholder in our District buy into our mission of providing a quality education for every student. If even one group fails to take part in the plan, we fail as a whole. Thus, we need your support, and we respectfully ask that you place your trust in this group of volunteer board members.

The Board recognizes that the greatest indicator of success in schools is that of employing the best educators. The Board also recognizes that in order for our students to begin to love to learn, it is as important for their educators to pursue lifelong learning as well. The Board will take the first step of demonstrating its dedication to professional development by building an annual plan of learning through regular workshops and school visits, along with other activities.

The plan also takes into account that respect for education happens first at home. The Board intends to utilize the resources of the District to help all the communities in which we operate develop a greater sense of ownership of this public education system. When we, a group of people linked by geography, truly value the intellectual wealth that a rigorous education provides, the District will then have made substantial progress.

This plan will take effort from all: parents and students, teachers and administrators, elected trustees and community partners. We will attain our goals, because failing is not an option.



Justin T. Spicer
Chairman, Board of Trustees
Sweetwater County School District Number One

March 16, 2013

Mission Statement

To provide a quality education for all students.

We will accomplish this by:

- Making students our first priority
- Utilizing community partnerships
- Promoting professional excellence
- Being a Board committed to excellence in education
- Providing a safe, orderly and efficient environment for learning



The Board will conduct all business with integrity, openness and a spirit of partnership.

Statement of Beliefs

Students:	We believe schools exist to provide students with the essential Building Blocks for tomorrow's world citizens.
Community:	We believe schools work in partnership with the community to provide quality education through active support and involvement.
Board:	We believe in being committed to excellence in education by maximizing available resources, and understanding our proper role in overseeing the District with openness and integrity.
Educators & Staff:	We believe in a qualified, well-trained, caring group of professionals who have an intensity of purpose and a mission of service, working within an environment that promotes professional growth.
Environment:	We believe in schools that provide a safe, orderly, efficient environment for teaching and learning.

March 16, 2013

In an effort to fulfill the Mission—

TO PROVIDE A QUALITY EDUCATION FOR ALL STUDENTS

The Board of Trustees has developed the following Strategic Plan in the spirit of the Statement of Beliefs. The Strategic Plan will be fully operationalized with an implementation plan in collaboration among the board, new superintendent, and district within the 2013-2014 school year. The implementation plan will align with the current district efforts such as SMART goals and the Advanced Ed (NCA) submission.

The Strategic Plan will address the three Primary Drivers of:

- Board Education
- Identifying and Hiring Highly Qualified Professionals
- Improving Communication Across the District

And will lead to the ability to accomplish three Desired Outcomes of:

- Maximizing Available Funding and Resources
- Fostering an Environment of a Professional Learning Community
- Cultivating Learning and Education as a Primary Factor in Improving the Quality of Life within the Communities the District Serves.



March 16, 2013

STRATEGIC PRIORITY DRIVERS

I. SWEETWATER COUNTY SCHOOL DISTRICT NUMBER ONE will strive to have better board education

- a. Increase flow of information
- b. Regular workshops to inform trustees
- c. Increase collaboration amongst the board
- d. Planned visits to the schools



II. SWEETWATER COUNTY SCHOOL DISTRICT NUMBER ONE will endeavor to identify and hire highly qualified professionals to administer the functions of the district

- a. Hire a highly qualified superintendent
- b. Develop an ethic of hiring only qualified individuals
- c. Demand excellence and accountability
- d. Celebrate Successes

III. SWEETWATER COUNTY SCHOOL DISTRICT NUMBER ONE will improve communication across the district

- a. Promote open, honest, two-way communication among the board, administration, and staff
- b. Help staff know they are listened to and heard
- c. Identify and implement strategies to communicate without dictating



March 16, 2013

SWEETWATER COUNTY SCHOOL DISTRICT NUMBER ONE WILL STRIVE TO HAVE BETTER BOARD EDUCATION

The Board of Trustees has identified the need for board education and involvement as a key driver of success in Sweetwater One. The Board will endeavor to increase the flow of information throughout the district in such a manner that the professionals who are employed in the district are aware of the Board's activities, and conversely the Board is aware of the programs and activities taking place by those professionals.

The Board will schedule regular workshops to increase the level of understanding of key District business, and will develop and follow an Agenda Roadmap, which defines the activities of the board throughout each academic year.

The Board will work to increase collaboration amongst the individual Trustees, keeping ever mindful of the duties and requirements demanded of an elected board and our state's open meetings statute.

Finally, the Board will work to schedule regular visits to schools throughout the District in order to talk to the professionals who work there, and the students who learn there. These visits will be defined in each year's Agenda Roadmap.



March 16, 2013

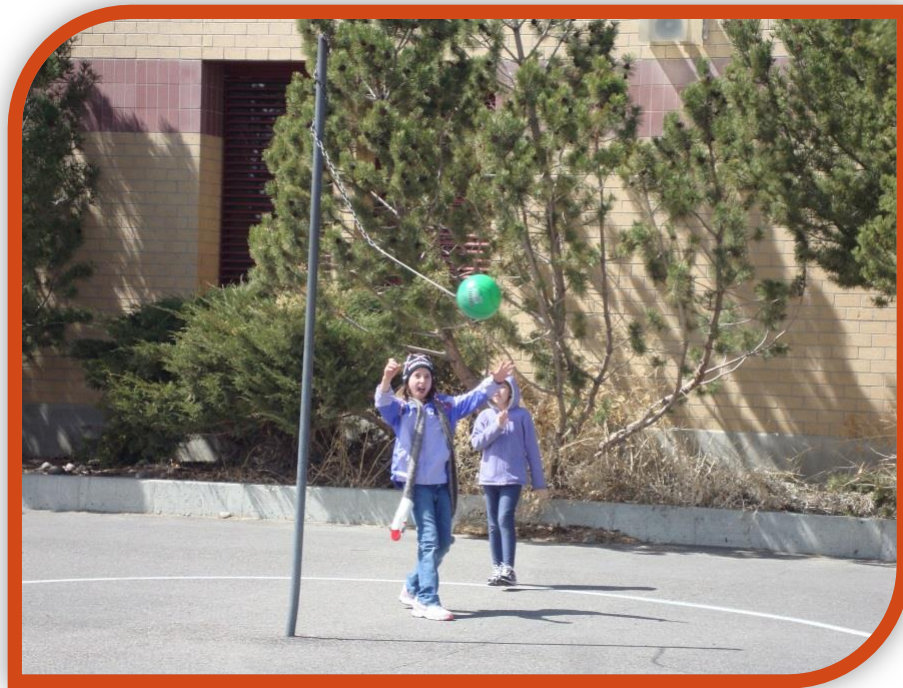
SWEETWATER COUNTY SCHOOL DISTRICT NUMBER ONE WILL ENDEAVOR TO IDENTIFY AND HIRE HIGHLY-QUALIFIED INDIVIDUALS TO ADMINISTER THE FUNCTIONS OF THE DISTRICT

The Board of Trustees will work diligently to identify and hire a highly qualified candidate to perform the duties of Superintendent of Schools. The Board will make every effort to develop a relationship with our Superintendent that embodies trust, accountability, and respect.

The Board will endeavor to develop a culture in Sweetwater One of hiring only the highest-qualified candidates, and then retaining those individuals through the development and maintenance of a respectful, accountable, and fulfilling work environment.

The Board will, beginning with its individual members, demand and expect excellence and accountability from all those who serve the District's mission of providing a quality education for all students.

The Board, then, will identify those individuals, schools, and students who exemplify excellence and accountability, and make every effort to publicly and privately celebrate those successes.



March 16, 2013

SWEETWATER COUNTY SCHOOL DISTRICT NUMBER ONE WILL IMPROVE COMMUNICATION ACROSS THE DISTRICT

The Board of Trustees will work to instill a culture of open and honest communication amongst the board, administration, and staff. The Board will promote open discussion in meetings, and encourage the frank exchange of information between all stakeholders in the District.

The Board will make every effort to make known to the stakeholders in the District that they are not only being listened to, but heard as well.

Finally, a culture of true collaboration, which is Board-led, will be developed in the District. Rather than dictating the execution of programs, the Board will encourage the development and implementation of strategies that increase student achievement through leadership and respect.



March 16, 2013

STRATEGIC PRIORITY OUTCOMES

I. SWEETWATER COUNTY SCHOOL DISTRICT NUMBER ONE will implement strategies to maximize available funding resources and to access additional resources as available

- a. Keep abreast of school finance issues within the state
- b. Foster board communication and relationships with state and federal legislature
- c. Better use and stretching of current resources
- d. Ensure financial transparency



II. SWEETWATER COUNTY SCHOOL DISTRICT NUMBER

ONE will deploy a system to foster an environment of a professional learning community that encompasses all personnel

- a. Demand and recognize excellence from everyone
- b. Provide appropriate professional development for all employees as well as on-going board training

III. SWEETWATER COUNTY SCHOOL DISTRICT NUMBER ONE will cultivate an environment of learning and education that will benefit the quality of life in our communities

- a. Support and promote Head Start
- b. Teach to higher expectations
- c. Provide outreach opportunities to students and families highlighting the concrete links between education and quality of life
- d. Involve and ensure buy-in of the communities in the education process

March 16, 2013

SWEETWATER COUNTY SCHOOL DISTRICT NUMBER ONE WILL IMPLEMENT STRATEGIES TO MAXIMIZE AVAILABLE FUNDING RESOURCES AND TO ACCESS ADDITIONAL RESOURCES AS AVAILABLE

The Board will use its relationships to increase awareness of funding and budget issues. The Board will be very familiar with the school funding model, and how it affects the day-to-day operations of the District.

The Board will continue to encourage and foster deep professional relationships between the District and state and federal officials.

The Board will expect and demand the efficient and responsible spending of taxpayer dollars in the pursuit of providing a quality education for every student. The

Board will be accountable for the budgetary performance of the District, and will expect that the individual entities which make up the District to be accountable for their own budgetary results.



The Board will endeavor to provide complete transparency in its financial matters, and will expect total adherence to state and federal funding rules and guidelines. The Board will report its financial condition to its constituents following the conclusion of each fiscal year.

March 16, 2013

SWEETWATER COUNTY SCHOOL DISTRICT NUMBER ONE WILL DEPLOY A SYSTEM TO FOSTER AN ENVIRONMENT OF A PROFESSIONAL LEARNING COMMUNITY THAT ENCOMPASSES ALL PERSONNEL

The Board will, beginning with its individual members, demand and expect excellence and accountability from all those who serve the District's mission of providing a quality education for all students.

The Board will direct the utilization of resources to provide ongoing Professional Development opportunities for the educators who work in the District, as well as for the individual Trustees themselves. The Board will place an emphasis on continuing education for all stakeholders in the District.



March 16, 2013



SWEETWATER COUNTY SCHOOL DISTRICT NUMBER ONE WILL CULTIVATE AN ENVIRONMENT OF LEARNING AND EDUCATION THAT WILL BENEFIT THE QUALITY OF LIFE IN OUR COMMUNITIES

The Board of Trustees will promote and support the efforts of Head Start. Effective and efficient collaboration between early-childhood education providers within the District boundaries

and Sweetwater One will be highly encouraged.

The Board will stipulate that educators in the District teach to a higher level of expectations for the good of students as well as the communities that make up the District.

The Board will encourage and direct District leadership to execute programs that reach out to parents and guardians of students and begin to develop an understanding of the links between education and quality of life. At-risk students will be identified earlier, and every measure taken to ensure those students complete their education to the greatest degree of success they are capable of.

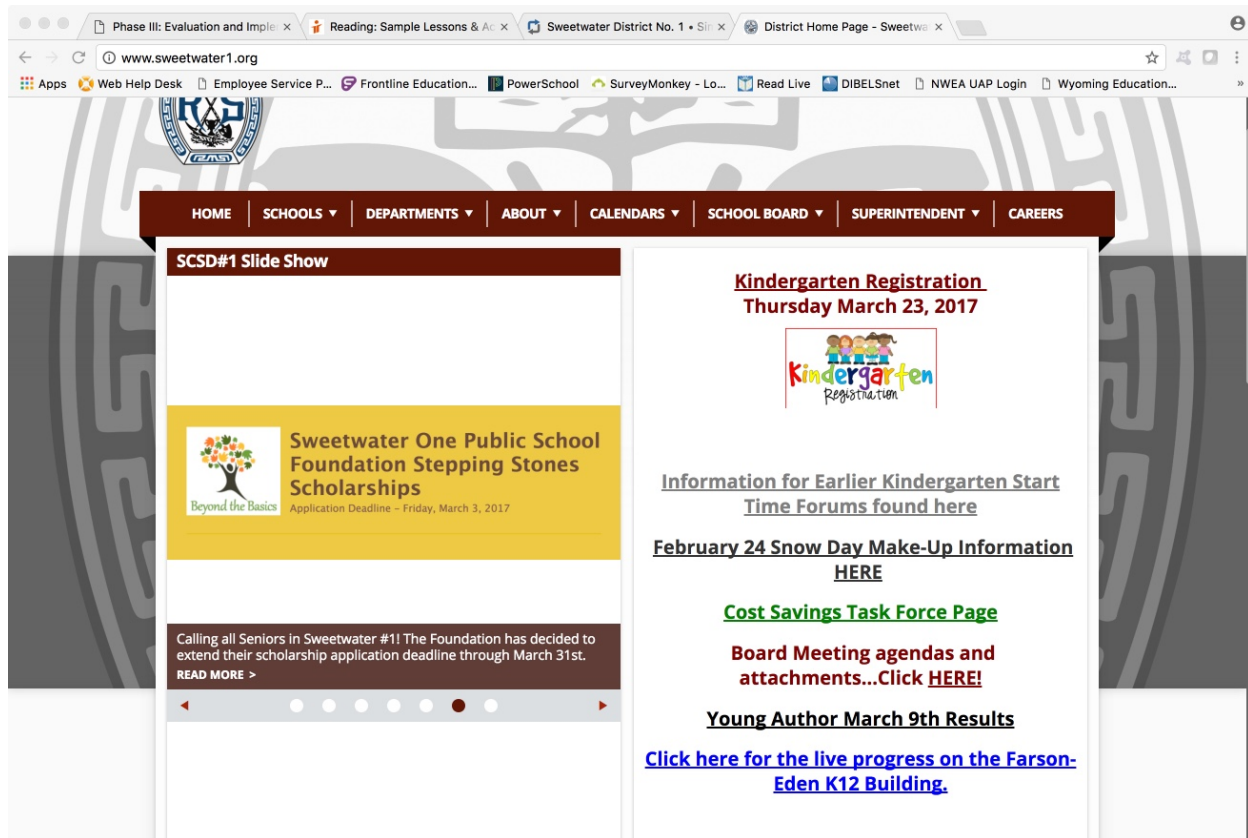
Finally, the Board will develop and encourage community participation in the education process by encouraging the development of cultural and personal-development programs. The Board will, over the course of time, seek to instill a greater sense of pride and accomplishment from education, as well as to increase the general sense of the value of education in the communities it serves.



March 16, 2013

Appendix Q

Website Screen:





Sweetwater County School District #1 Curriculum, Instruction and Assessment Newsletter

November 2016

In this issue...

- 2) Data Teams Implementation
- 3) Counseling Grant
- 4) TESORO Grant
- 5) Young Author, Title III, DV SIG
- 6) NWEA new reports, assessment calendar
- 7) PD Calendars

New Resource Adoptions

The resource adoption process for English Language Arts (ELA), English Learners (EL), and Foreign Language (FL) has begun its initial phase by seeking input from teachers through a survey given during the October professional development sessions. In addition, the Community Curriculum Council (CCC) met to consider the resource adoption rubrics to be utilized when reviewing selected resources.

A timeline of meeting dates and activities projects the sequence of the adoption process. The selected dates coordinate with opportunities for input from staff, administrators, parents, and CCC members, as well as facilitating budgetary and professional development planning.

During the month of December, ELA/EL and FL resource adoption committees will be formalized with representatives from the CCC and Subject Area Committees (SAC).

In January and February, the adoption committees will meet to analyze resources from various sources to include: staff input via surveys, Edreports.org, highest performing districts' data, and alignment to research- and evidence-based programs. The adoption committees will utilize the information and rubrics to narrow the selected options. After reviewing resources in correlation to the rubrics, the resource adoption committees will recommend three to five options to be reviewed by parents and district staff. Parents will be surveyed during parent-teacher conferences on needs related to the content areas. The adoption process will continue with the committees hearing formal presentations from representatives for the publisher of each program. A final recommendation will be considered after reviewing rubric evaluations and survey results.

During the month of March, the final recommendations will be communicated to CCC members, administrators, staff and parents. In addition, an informational presentation will be given to the Board of Trustees.

In April, with final approval from the Board of Trustees, the new resources will be adopted and professional development planning will begin.

Mission:

To provide a quality education for all students.

Vision:

Is an innovative district, united with our community, we empower and inspire all students to academic excellence in pursuit of their interests and passions.



2016 Math Adoption Committee



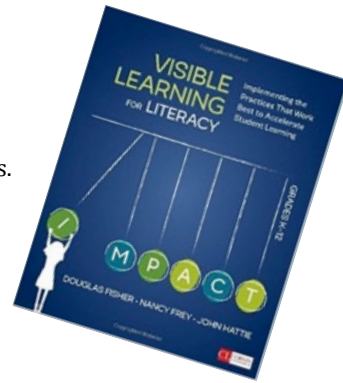
Data Teams Implementation

Data Teams is a process that unfolds by collecting, charting, and analyzing data. The process continues by setting a SMART goal, selecting instructional strategies, and determining results indicators. This continuous process aligns to the guiding questions of Professional Learning Communities (PLCs) and the implementation of common assessments to determine:

- What do we want students to learn? (Planning and pacing instruction)
- How will we know if they have learned it? (Collect data)
- What do we do if they do not learn it? (Intervention)
- What do we do if they do learn it? (Enrichment)

All Sweetwater County School District #1 Administrators and Instructional Coaches along with various District Department Chairs received training this past June and are Certified Data Team Trainers. In addition, all schools had the opportunity for on-site coaching during October. Two schools within the district have received school improvement grants to further develop the Data Team process with PLCs, Desert View Elementary and Rock Springs Junior High School.

To further the understanding of selecting high effect size instructional strategies, the Achievement Monitoring Process (AMP) team and District Department Chairs will be engaging in a book study of *Visible Learning for Literacy* by Fisher, Frey & Hattie.



2nd Grade PLC at Walnut works with Weston Kieschnick to refine their data team procedure.



Weston Kieschnick working with Eastside 6th grade PLC.

USDE Counseling Grant

In September the US Department of Education Counseling Grant funded a Positive Behavior Interventions and Supports (PBIS) trainer, Dr. Terrance Scott, to come and speak to SCSD#1. He spoke about preventative work and early intervention, providing step-by-step examples. He broke down classroom management as well as escalating behaviors. Dr. Scott teaches that encouraging positive behavior begins with adults.



The district's three project schools (Desert, Eastside, Pilot Butte) are busy at work implementing PBIS in various ways.

Desert School students are very excited about the implementation of a school store supporting PBIS. Students receive Coyote Cash to spend at the store based on their behavior. Students are also recognized for good behavior by being placed on a bulletin board if they "stay on green" all week. Making correct choices at school is of great importance and teachers and staff celebrate students each day with positive affirmation. The school store is an extra incentive to go above the intrinsic value of making good choices at school. This has been a great addition to Desert School this year.

Stayed tuned for more information on PBIS from our other project schools- Eastside and Pilot Butte Elementary!





TESORO Grant Awarded to Northpark

Lorna Bath at Northpark Elementary was awarded a grant for \$3500.00 to purchase 30 GPS units for use at the school. These GPS units are being used to plot waypoints and coordinates in the Northpark Nature Area. In October, students tested for calcite deposits in the nature area and recorded the coordinates. Students will use the coordinates to map the deposits in the nature area. Thank you TESORO for purchasing Northpark GPS units!



Sweetwater County School District #1 Young Author Contest Wants You!

Please submit student poems or stories to the Young Author contest!

The entry deadline is February 3, 2017. First through third place winners will be recognized at a celebration on March 9, 2017. First place entries from March 9th will be submitted to the county competition. Participants in the county competition will be recognized March 29, 2017.

Students in grades K-12 can submit multiple entries in Poetry, Non-Fiction, or Fiction.

Entries should be submitted to Tammy Macy at the SCSD#1 Central Administration Building.

For more information visit the [Young Author webpage](#) or contact Tammy Macy at macyt@sw1.k12.wy.us or 389-2415.



Title III—English Learners



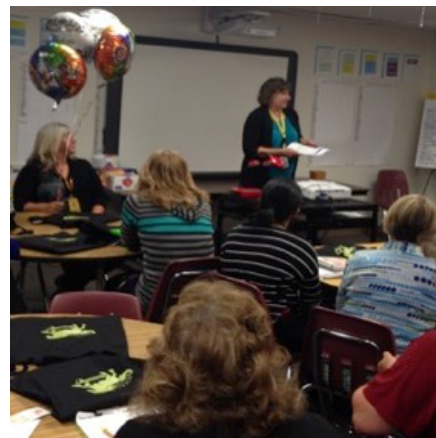
The SCSD#1 Title III Program Guide, found on the [Sharepoint Title III page](#), provides information regarding the district's EL program.

The Title III Program Guide is aligned to Wyoming Guidance and Policy. This information and other resources for supporting English Learners can be found on [WDE's Title III webpage](#).

Desert View Elementary Receives School Improvement Grant

Congratulations to Desert View Elementary School for receiving a 2016-2017 School Improvement Grant! The \$85,310.00 grant will be used to support the implementation of a comprehensive school improvement program. This program is designed to increase the capacity of the instructional staff to utilize high impact strategies and to differentiate instruction so that all learners reach their maximum levels of achievement.

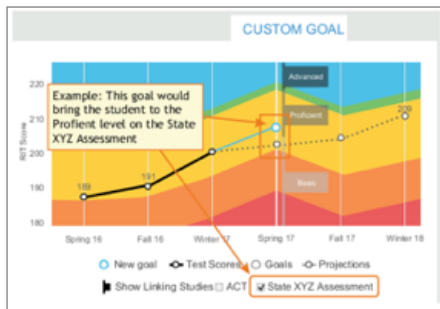
Teachers will be working with John Hattie's *Visible Learning* and participating in research based professional development designed to implement effective learning strategies to improve professional practice. Desert View Elementary is excited to move their instructional practices to the next level to support student achievement.



NWEA -- Student Profile Report

NWEA MAP released a new student profile report this year. This student report compiles NWEA data to support student growth. The report also projects state assessment proficiency as well as college/career readiness.

Another feature of the Student Profile report shows each student's relative area of strength and suggested area of focus in each subject area that is assessed. This information can be used for student goal setting and teacher instructional decisions.



This report is available on the MAP Reports page of NWEA. Look for *Next Generation Report* then, click *Student Profile*.

If you or your PLC would like additional MAP reports training please contact Debbie Varras varrasd@sw1.k12.wy.us or Jessica Peppard peppardj@sw1.k12.wy.us

Current and upcoming testing events are highlighted.

DRAFT 2016-2017 Sweetwater County School District #1 Assessment Calendar									
Assessment	September	October	November	December	January	February	March	April	May
Universal Screening Grades K-3	Begin: Sept. 19 End: Sept. 30			Begin: Dec. 5 End: Dec. 16			Begin: March 27	End: April 7	
MAP Testing Grades K-9		Begin: Oct. 3	End: Nov. 18					Begin: April 18	End K-6: May 5th End: May 18
PAWS Testing Grades 3-8							Begin: March 6 End: March 24		
WY-ALT Grades 3-11						Begin: Feb. 28	End: March 24		
ASPIRE Grade 9 and Grade 10								Begin: April 10	End: May 3
ACT Plus Writing Grade 11								Initial: April 19	Make-up: May 3
ACT COMPASS (Optional) Grade 12		Begin: Oct. 3 End: Oct. 21							
NAEP Grades 4 and 8					Begin: Jan 30		End: March 10		
WorkKeys Grade 11 - 12								Begin: April 19	End: May 3
ACCESS for ELLS Grades K-12					Begin: Jan 24		End: February 28		
WIDA W-APT Placement Test Grades K-12	New ELL students who don't have an ACCESS for ELLS score.								

November 2016

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9	10 District Department Chair Meeting 4-6 PDC Rm	11	12
13	14 Suicide Prevention Training 9-11 Board Rm	15	16 Math SAC 8-4 Board Rm	17 Math SAC 8-4 Board Rm AdvancED Steering Committee 4-6 Board Rm	18 Community Curriculum Council 8-11:30 Board Rm Suicide Prevention Training 1-3 Board Rm MAP Testing Window Closes	19
20	21	22	23 Thanksgiving Break	24 Thanksgiving Break	25 Thanksgiving Break	26
27	28 Health/PE SAC 8-4 Board Rm	29 Health/PE SAC 8-4 Board Rm	30			

December 2016

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	22	23
4	5 Universal Screening Begins	6 Math SAC 8-4 Board Rm	7 Math SAC 8-4 Board Rm	8 District Department Chair Meeting 4-6 PDC Rm	9	10
11	12	13	14	15	16 Universal Screening Ends	17
18	19	20	21	22 PD/Grade Prep Winter Break	23 Winter Break	24
25	26 Winter Break	27 Winter Break	28 Winter Break	29 Winter Break	30 Winter Break	31

Media Release:

3/29/2017

Storytellers hone their craft | Community | rocketminer.com

[Having trouble with logging in or registering on the new system? Click here](#)

http://www.rocketminer.com/community/storytellers-hone-their-craft/article_bc3eee73-bc7b-5fa8-960e-8024a977ad45.html

Storytellers hone their craft

Sweetwater No. 1 Young Author winners announced

Lisa Romero photos@rocketminer.com Mar 11, 2017



< >

Rocket-Miner Photo/Lisa Romero

Fourth-grader Amaris Atwood won first place in fiction for her story "The Witch" during the Sweetwater County School District No. 1 Young Authors awards ceremony Thursday night at Rock Springs Junior High School. She attends Walnut Elementary School.

ROCK SPRINGS — Winning stories in this year's Young Authors competition ranged from a tale about a mouse's search for friendship to a narrative about a seaman's daughter with the power of fire.

One of the winning poetry entries was titled "Scream Your Head Off" and featured amazing imagery of scary things, according to Tammy Macy, district coordinator for the Young Authors program.

Winning authors were honored at an awards ceremony Thursday evening at Rock Springs Junior High School. First-place finishers in fiction, nonfiction and poetry will go on to find out where they placed at the county level during an awards ceremony March 29. County winners will then advance to the state contest.

http://www.rocketminer.com/community/storytellers-hone-their-craft/article_bc3eee73-bc7b-5fa8-960e-8024a977ad45.html

1/6

The quality of writing in this year's district contest was better than it has ever been, Macy said. Some authors won multiple awards since they could enter more than one story and more than one category.

Young Authors who placed first in each category include:

First-place fiction

- "The Mouse Around the House," Kylee Faigl, kindergarten, Sage
- "The Lonely Snowman, Sparkles," Elizabeth Fitch, first grade, Overland
- "Sky Island," Easton Mace, second grade, Westridge
- "The Hobo Teacher," Andy Schaechterle, third grade, Desert View
- "The Witch," Amaris Atwood, fourth grade, Walnut
- "The Dark Beneath the City," Shane Meats, fifth grade, Pilot Butte
- "The Balance of Light and Darkness," Alaina Kothe, sixth grade, Eastside
- "The Seaman's Daughter," Kandace McCall, seventh grade, Rock Springs Junior High
- "Her First Night Out," Abigail Merkley, eighth grade, Farson-Eden Middle School
- "The Trip Home," Celeste Keelin, ninth grade, RSHS
- "Mortimer," Nicole Thompson, senior, Farson-Eden High School

First-place nonfiction

- "My Adventure Book," Brennan Stainbrook, kindergarten, Lincoln
- "My Sleep Study," Kenzlei McCain, first grade, Sage
- "The Bloody Nose Situation," Yuliza Vicencio-Delgadillo, second grade, Westridge
- "The 50 States of the US," Destrie Borton, third grade, Sage
- "My Life," Vanessa Gonzales, fourth grade, Desert View
- "Dog Heaven by Adoria Hoyt fifth grade, Eastside
- "Marilyn Monroe Life to Death," Braelyn Ramirez, seventh grade, RSJHS
- "Yah or Nay?," Emelia Robinson, eighth grade, Farson-Eden Middle School
- "My Champion," Celeste Keelin, ninth grade, RSHS

First-place poetry

- "My Favorite Things," Macey Smith, first grade, Overland
- "My Life," Karla Moreno, second grade, Desert View

One countywide winner will be selected at each grade level in fiction, nonfiction and poetry. The winners will be recognized at a county level celebration April 6, 2016.

For more information, contact Macy at macyt@sw1.k12.wy.us, call 307-352-3400 extension 1259 or go to www.sweetwater1.org/site_res_view_template.aspx?id=293d7909-67a8-4827-bdbd-de6e01e1599e.

PRINT EMAIL Tweet 0 G+1 0 Share 0 Share

Comments

NO COMMENTS ON THIS STORY | [ADD YOUR COMMENT](#)

- "The Awesome 5," Colton Adams, third grade, Desert View
- "Life's Wonders," Rebecca Smith, fourth grade, Farson-Eden
- "The Wonderful World of Poems," Cash Jones, fifth grade, Farson-Eden
- "Scream Your Head Off," Mykenzy Davis, sixth grade, Eastside
- "A Collection of Heartfelt Poems," Kyrah Schultz, seventh grade, RSJH
- "Inside My Head," Rebecah Winward, ninth grade, Farson-Eden High School
- "The Pent-Up Emotions of a Growing Girl," Jesse Madsen, sophomore, Farson-Eden High School
- "Why Even Try," Ashley Jessen, junior, RSHS
- "My Emotions/Thoughts," John Paul DeBaun, senior, RSHS

To see complete results, including second- and third-place winners, go to rocketminer.com. Winning entries can be read at www.sweetwater1.org/groups/4800/curriculum_instruction_and_assessment/young_author_results.

FICTION

Second place

- "Why Did the Flower Talk?," Brennan Stainbrook, kindergarten, Lincoln
- "The Cat's Hairdo," Aspen Seppie, first grade, Sage
- "Birdy and Bear," Easton Mace, second grade, Westridge
- "The Twin Towers," Wyatt Christensen, third grade, Stagecoach
- "The Great Fire Fight," Steve Harmon, fourth grade, Northpark
- "The Wanderluss Journey," Loy Madsen, fifth grade, Farson-Eden
- "Crescent Moon Jack," Cassie Rath, sixth grade, Pilot Butte
- "Player Two," Lillie DeVree, seventh grade, Rock Springs Junior High
- "Oh What I Would Give," Tasha Seppie, eighth grade, Rock Springs Junior High
- "Mamita," Xochitl Rubi Alvarado Cabrera, ninth grade, RSHS

Third place

- "A Forest Adventure," Braelynn Peltier, kindergarten, Lincoln
- "My Bear Story," Omar Torres, first grade, Sage
- "The Hole in One," Boston James, second grade, Sage
- "Dreamerland," Kiera Harrison, third grade, Stagecoach
- "The Body Switcher 2000," Ivie Schaechterle, third grade, Desert View

"Game Over," Corbin Parry, fourth grade, Sage

"A Pirate's Life," Cole Ruch, fifth grade, Farson-Eden

"The Mystery on "E" Street," Kyndall Storey, sixth grade, Pilot Butte

"Paper Planes," Awa Souare, seventh grade, Rock Springs Junior High

"Marley," Julia Bauman, eighth grade, Rock Springs Junior High

"Even After Death," Coby Crisler, ninth grade, RSHS

NONFICTION

Second place

"My Camping Trip," Cloie Lawry, kindergarten, Desert View

"The Accident," Garrett Flake, first grade, Overland

"Cats," Emeree Brotoski, second grade, Westridge

"Old Memories," Dametri Hughes, third grade, Desert View

"The Ocean," Bradoc Powell, fourth grade, Sage

"Best Candy," Jordan Christensen, fifth grade, Farson-Eden

Third place

"I Lov Turtles," Desmond Flansburg, kindergarten, Sage

"Whales at Sea World," Toi Burton, kindergarten, Sage

"Monster Truck Driver," Jacob Seeley, first grade, Sage

"Snakes," Isaiah Silva, second grade, Desert View

"Scoliosis," Teague Powell, third grade, Sage

"Xplore," Jayden Johnson, fourth grade, Sage

"Candy," Kimberlee Nix, fifth grade, Farson-Eden

POETRY

Second place

"Wonderful Dreams," Grayson Leon, first grade, Desert View

"I Love the World," Jazmin Arce Rivera, second grade, Desert View

"Animals, Animals, Animals," Sabryna Smith, third grade, Desert View

"Fun Poems," Vanessa Gonzalez, fourth grade, Desert View

"The Chapter Book of Poems," Ory Johnson, fifth grade, Farson-Eden

"Nonsensical," Kalesy Robinson, seventh grade, Farson-Eden

"Who Am I?," Celeste Keelin, ninth grade, RSHS

"Love is Infinite," Samantha Weaver, sophomore, Farson-Eden

Third place

"A Beautiful Life," Isabel Vejar, second grade, Desert View

"Advanced Writing," Shaun Van Kam, third grade, Desert View

"Seasons," Gracie Wille, fourth grade, Sage

"Things I Love and Hate," Harlie Smith, fifth grade, Farson-Eden

"Deepest Are My Words," Averi Christensen, sophomore, Farson-Eden

Social Media:


WorkingSIP2017.2018.docx x Sweetwater County School Dis x

Secure | https://www.facebook.com/SCSD1/

Apps Web Help Desk Employee Service P... Frontline Education... SurveyMonkey - Log ir DIBELSnet PowerSchool NWEA UAP Login Log In • Simple In/Out

f Sweetwater County School District #1

Tammy Home Find Friends



Sweetwater County School District #1
@SCSD1

Home

About

Photos

Events


Videos

Notes

Posts

Community

Create a Page




Sweetwater County School District #1
(307) 352-3400

Liked Following Share ...

Call Now Message

Photos



School in Rock Springs, Wyoming

Community See All

Invite your friends to like this Page

2,711 people like this

2,741 people follow this

Tanya Wolf-Zambai and 24 other friends like this or have visited

About See All

(307) 352-3400 Chat (2)

WorkingSIP2017.2018.docx x Show All x


Walnut Squirrels - Home x

Secure | https://www.facebook.com/WalnutSquirrels/

Apps Web Help Desk Employee Service P... Frontline Education... SurveyMonkey - Log ir DIBELSnet PowerSchool NWEA UAP Login Log In • Simple In/Out

f Walnut Squirrels

Tammy Home Find Friends



Walnut Squirrels
@WalnutSquirrels

Home

Reviews

Photos

Videos


Posts

Events

About

Community

Create a Page



Like Follow Share ...

Send Message

Status Photo/Video

Write something on this Page...

Reviews

Walnut Squirrels has no reviews yet.

Tell people what you think

★★★★★

See All

Photos

Elementary School in Rock Springs, Wyoming

Open Now

Community See All

Invite your friends to like this Page

168 people like this

168 people follow this

Debbie Varras and 5 other friends like this or have visited

About See All

Chat (4)



English Language Arts, English Learners and Foreign Language Resource Adoption March 2017

Wanda Maloney, Chief Academic Officer
Shannon Garrison, Federal Grants/Title III Coordinator
Kayla Galindo, Elementary Teacher
Darcie Punches, Secondary Teacher
Aaron Huff, Secondary Teacher

Vision Statement:

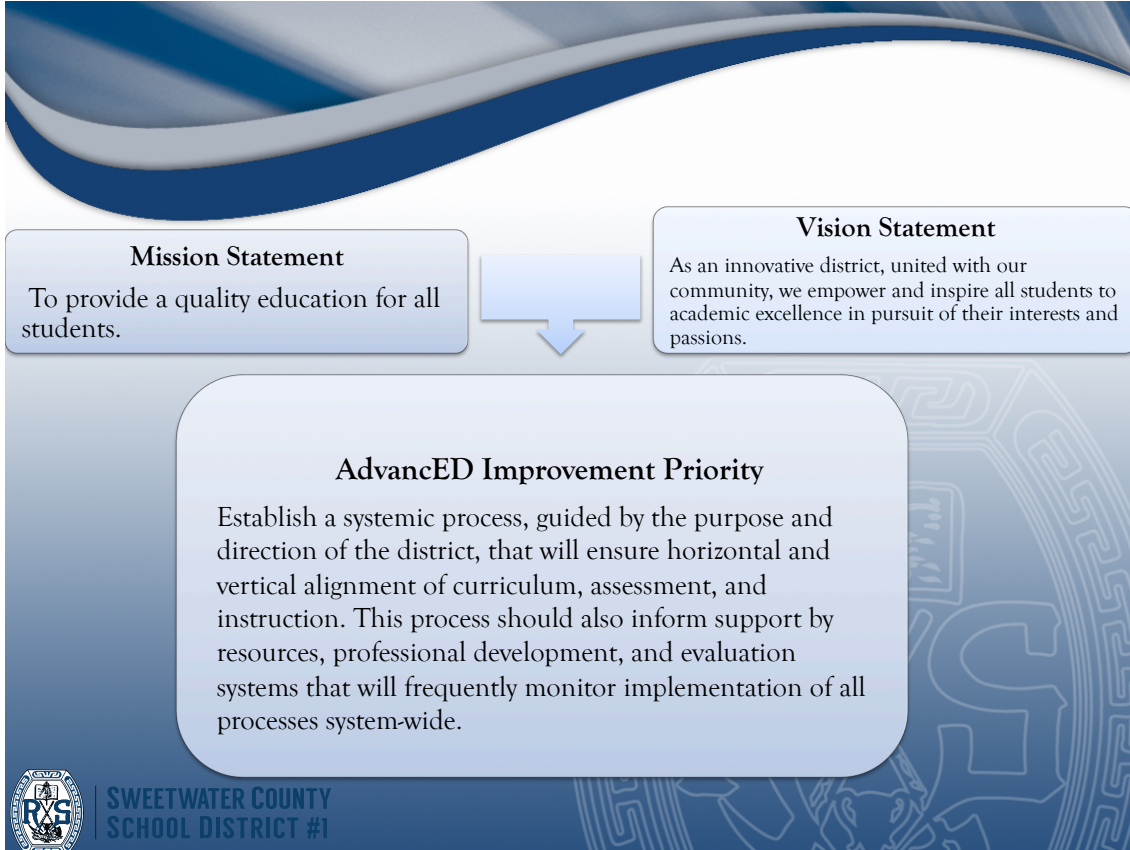
As an innovative district, united with our community, we empower and inspire all students to academic excellence in pursuit of their interests and passions.

Professional Time

- Professional Learning Communities (PLC) focused on data-driven purposeful planning.
- Professional development days utilized for assessment development/review, data-driven purposeful planning aligning strategies and resources to support instruction.
- Provide bell to bell quality differentiated instruction.
- **Build leadership capacity within the district to support quality instruction and professional development.**



SWEETWATER COUNTY
SCHOOL DISTRICT #1



SCSD#1 Long Range Plan

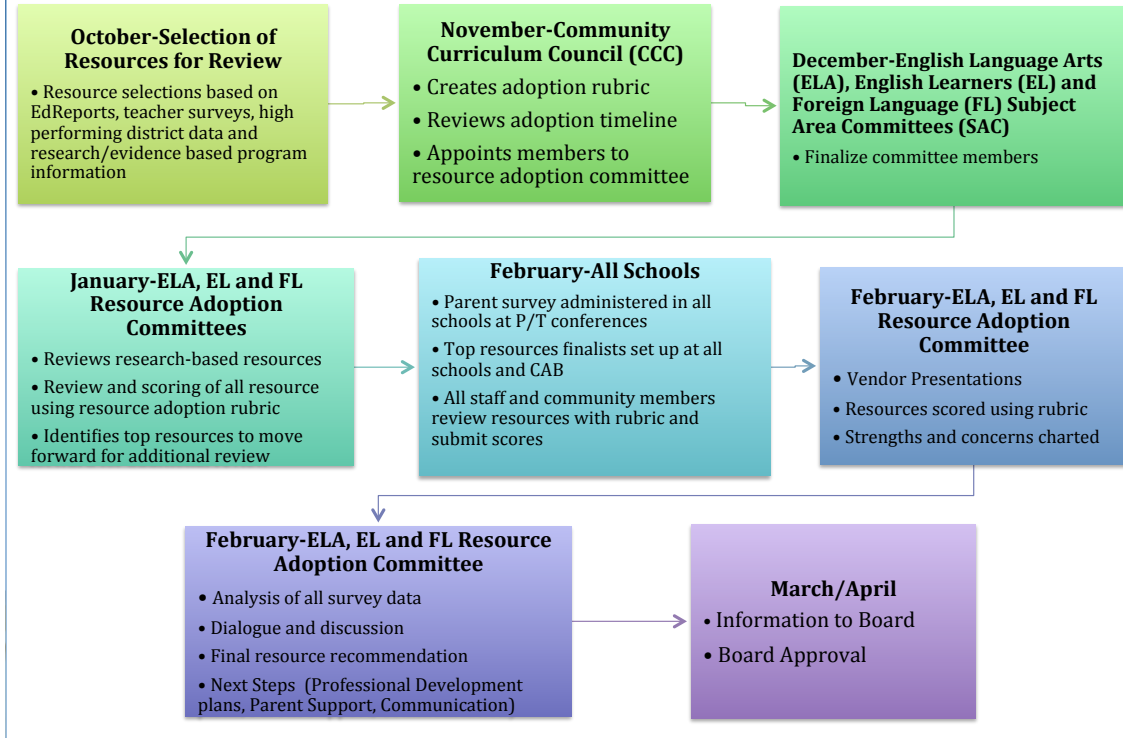
Sweetwater County School District #1 Long-Range Plan

SUBJECTS	14/15	15/16	16/17	17/18	18/19	19/20	20/21	21/22	22/23	23/24	24/25	25/26	26/27	27/28	28/29
Math	C	VC	R/A	VA SSR		C	VC	R/A	VA						
Health/PE	C	VC	R/A	VA		SSR	C	VC	R/A	VA					
ELA		C	VC	R/A	VA			SSR	C	VC	R/A	VA			
Info Lit/Foreign Language		C	VC	R/A	VA			SSR	C	VC	R/A	VA			
Social Studies			C	VC	R/A	VA				SSR	C	VC	R/A	VA	
Fine and Performing Arts			C	VC	R/A	VA SSR		C	VC	R/A	VA				
Science		SSR		C	VC	R/A	VA		C	VC	R/A	VA SSR		C	VC
Career Vocational		SSR		C	VC	R/A	VA			SSR		C	VC	R/A	VA

C	Development of Curriculum Documents
VC	Implementation and Validation of the new Curriculum
R	Resource Selection
A	Development of Common Formative Assessments
VA	Implementation and Validation of the new Assessments
SSR	State Standard Review

SCSD#1
8/9/16

Resource Adoption Process



Resource Adoption Committees

K-5 Teachers

Heather Biggs
Inger Duncan
Deanah Fullmer
Kayla Galindo
Amber Johnson
Nanette McCurdy
Cheryl Notman
Scott Pies
Michelle Recker
Andrea Tate
Valerie Woods
Erin Worthington

6-12 Teachers

6-8
Andrea Carroll
Nicole Hayes
Stacey Kautzman
Michael Moore
Darcie PUNCHES
9-12
Jeff Atkinson*
Aaron Huff*
Kristin Gasaway*
Amanda Margrave
Janelle Parton
Angie Spann
Mary Schuck*

Administrators

Ryan Allen
Carrie Ellison
Michael Estes
Tina Johnson
Jared Hardman*
Donald Miller
Darrin Peppard*
Karl Wells

District Office

Wanda Maloney,
Chief Academic
Officer
Stephanie Tolman:
Chief Information
Officer
Kayci Arnoldi,
Director of Special
Education
Shannon Garrison
Federal Grants/Title
III Coordinator
Suzanne Martin,
Title I Coordinator
Tammy Macy
Specialist
Debbie Varras
Specialists

Instructional Facilitators

Darin Anderson
Michelle Davies
Marlene Kramer
Josue Palacios*

Selection Criteria

Effective

Efficient

Feasible



Feasibility

Previous Resource Adoptions

- ELA (2006) \$497,859.11
- Writing (2008) \$366,542.93
- EL (2009) \$ 47,615.52

Total: \$912,017.56

ELA Resource Adoption Quotes

- **K-5 ReadyGEN \$301,163.23**
 - Includes professional development
 - Additional costs for Train-the-Trainer model
 - (7 year quote)
- **6-12 SpringBoard \$482,479.94**
 - Includes professional development
 - (7 year quote)

Replaces Annual Supplemental Costs

- EL Resource \$3,715.54
- Interventions \$76,234.22

Technology As A Tool

- Hybrid Model
- Professional Development Training
- Preparing Students
- New Online Test Format
- Partnership with Technology



Student Support

- Finding a program that supports student success
- Inclusion of Title I, Title III, Special Education, and Technology
- Streamlining resources

"The resource (ReadyGEN) has clear student supplements for differentiation."

Elementary Teacher

"I also like the routines to be established so that each lesson follows a pattern. The intervention and extension components appear strong."

Elementary Teacher

"The program (SpringBoard) appears to cover all levels of student learning including ELL and SpEd students along with exceptional students."


Secondary Teacher

The Process for Reviewing Resources

Curriculum Map

How to Read the Math Curriculum Map		
Purpose Statement identifies the purpose of a class and what is new or different at this level.		
Purpose Statement:	Students will show their understanding of the base-ten system, properties of operation of addition and subtraction, build fluency with addition and subtraction, use standard units of measurement, as well as describe and analyze two-dimensional and three-dimensional shapes. *By the end of grade 2, know from memory all sums of two 1-digit numbers.	
Benchmark overall objective for a unit		
Benchmarks:		
M2.2	Students will solve addition and subtraction problems using place value, including word problems, within 100 using multiple strategies.	Standard Reference
M2.2.1	Add and subtract fluently within 100 using place value, properties of operations, and/or the relationship between addition and subtraction.	2.NBT.B.5
M2.2.2	Solve problems, including word problems, with an unknown number in all positions. $A+B=$ __, $+B=A$, $B+=A$, $A-=$ __, B	2.OA.A.1 2.OA.B.2
M2.2.3	Solve on-step word problems within 100.	2.OA.A.1 2.NBT.B.5
M2.2.4	Solve two step word problems within 100.	2.OA.A.1 2.NBT.B.5
Vocabulary:	hundreds, place, value, strategies, unknown	
Learning Target Code M2.2.4 = Subject area (Math) M2.2.4 = Grade/course level M2.2.4 = Benchmark M2.2.4 = Learning target		
Learning Targets are individual skills that lead up to achieving the benchmark.		
CCSS Math Standard Reference 2.OA.A.1 = Grade 2.OA.A.1 = Domain 2.OA.A.1 = Cluster 2.OA.A.1 = Standard		

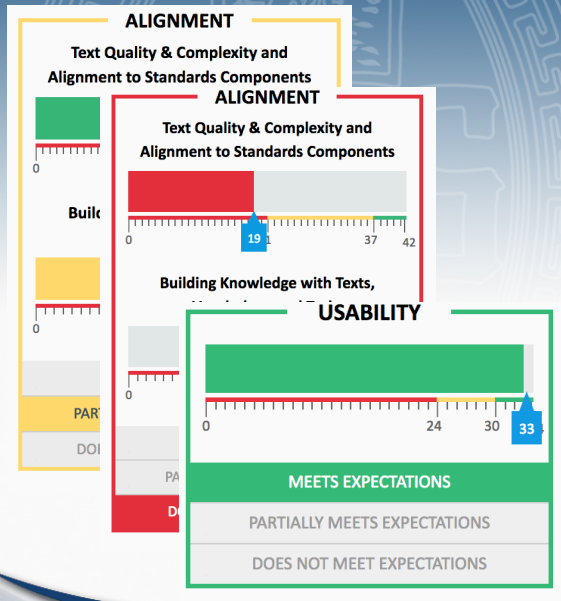
Rubric

SCSD #1 Resource Adoption Rubric						
Evaluation Tool to Determine Resource Selection						
	1	2	3	4	5	Comments Evidence
CONTENT:	Resource addresses the content of the outcome very little - only a paragraph or section is devoted to the content.	Resource addresses the content of the outcome adequately, but does not go into detailed descriptions.	Resource addresses the content of the outcome in a general manner but does not go into detailed descriptions.	Resource addresses the content of the outcome adequately, but could provide more visual information.	Resource addresses the content of the outcome in a way that allows students to understand and apply the information.	
ALIGNMENT-STUDENT ACTIVITIES:	There are no aligned activities or teacher strategies that provide intervention and enrichment.	There are limited student-aligned activities and teacher strategies listed, but no intervention and enrichment activities/strategies listed.	There are some student-aligned activities and teacher strategies listed, but no intervention and enrichment activities/strategies listed.	There are several student-aligned activities and teacher strategies available and there are some quality intervention and enrichment activities/strategies available to enhance instruction.	The resource provides a numerous student-aligned activities and teacher strategies for learning. There are a number of high-quality intervention and enrichment activities/strategies available to enhance instruction.	
MATERIALS:	There is little or no primary source (main text) information available; the resource has little or no organization; there are no visual aids.	There are limited primary source (main text) materials; the resource has limited organization; there are few visual aids.	There are some primary source (main text) materials available; the resource has some organization; there are some visual aids.	There are several primary source (main text) materials; the resource has ample organization; there are several visual aids.	There are numerous primary source (main text) materials; the resource is highly organized; there are substantial visual aids.	
SUPPLEMENTAL RESOURCES:	There may be supplementary materials, but they do not address the content in a way that might enhance instruction; nor provide ways to differentiate instruction.	There are limited supplemental materials available in digital format. Materials address few, if any, diverse populations. Extension materials may or may not be present.	There are some supplemental materials that are available in digital format. Materials address some diverse populations but not all. Extension materials are present, but may not address prior or new knowledge.	There are several supplemental materials, that include both print and digital format, support teachers in differentiating instruction for more diverse learners, including English language learners, intervention groups, fine groups, and opportunities for research.	There are numerous supplemental materials, that include both print and digital, support teachers in differentiating instruction for diverse learners in and across the grade level, including English language learners, intervention groups, fine groups, and opportunities for research.	
ASSESSMENT:	No assessment support.	Limited assessment support.	There is some assessment support that addresses the standards in some content area.	Assessment support is meaningful connection with the standards for the content area.	Assessment support is available with high accuracy and full connection with the standards for the content area.	
CONTENT-SPECIFIC:						

Hopes and Fears

Data Analysis

Effective EdReports



- Ed Reports
 - Research Based
- Alignment and Usability

The K-5 Recommendation

A new generation of literacy instruction
ReadyGEN 

Discipline: Literacy

Copyright: 2016

Grade(s): K - 6

Delivery Method: Blended (Print & Digital)

Device: Smartphone, Tablet, Computer

Operating System: Android, iOS, Windows, Chrome OS, Mac OS



"Glad that it has authentic texts. I am also glad that it provides phonics instruction and vocabulary instruction."

Elementary Teacher

"It is fun and engaging for not only the student but also the teacher."

Elementary Teacher

"I think ReadyGEN is the way to go! The materials are interesting to students, and appear to be teacher-friendly as well. The paperless-ness of this program is very enticing."

Elementary Teacher

"We like the online components of ReadyGEN. We feel that this program helps support second grade standards across the curriculum, especially in Social Studies. We also appreciate how the reading, writing and vocabulary all tie nicely together."

Second Grade PLC

Efficient



- User friendly
- Student success
- Online components
- Supports curriculum map
- Standing the test of time

The recommendation for Grades 6-12

SpringBoard



"The SpringBoard resource resembles what my 9th grade students crave, instructions that are easy to understand, objectives found near the sample texts, space to annotate and bold vocabulary enhancement."

Secondary Teacher

"Springboard is well-organized and meets the criteria I need from my lowest-performing students."
Secondary Teacher

"I like how SpringBoard can reach a variety of learners from the various tiers of learning. I like how it incorporates writing into the units. It is set up for technology use, which would be great to help students prepare for life."

Secondary Teacher

Building Consensus




- Dialogue and Discussion
- Voting
- Consensus

"It was a pleasure to be involved in selecting the new ELA/EL curriculum. The process was structured in a manner that gave all stakeholders a voice and time to provide input. I was particularly pleased that parents, interventionists (reading/Title One), and ELL teachers were engaged in the process. Everyone had an opportunity to provide a voice; it was a true collaboration."

Secondary Teacher

Additional Tasks

- Communication to staff
- Parent Support
- Professional Development



SWEETWATER COUNTY
SCHOOL DISTRICT #1

Lincoln English Language Arts Resource Adoption Parent Feedback

The district is in the process of adopting a new English Language Arts resource. Parent input is valuable as we move forward in the process.

1. Please select your child's grade level:

2. Please check all options that would be beneficial to you as a parent in supporting your child in reading, writing, grammar:

☐ Parent training morning session

☐ Parent training afternoon session

☐ Parent training evening session

☐ Supplemental online resources

☐ Access to grade-level expectations/curriculum maps

☐ Information on how to support my child at home

☐ English Language Arts instructional videos

☐ English as a Second Language support resources

Additional Comments:

Foreign Language



- Student Success
- Online/Text Components
- Parent Support
- Consensus

Foreign Language Adoption

French Resource Recommendation



Spanish Resource Recommendation



**SWEETWATER COUNTY
SCHOOL DISTRICT #1**

Foreign Language Cost Estimates



- Spanish \$36,325.36

7 year quote

Professional development included

- French \$12,860.26

7 year quote



**SWEETWATER COUNTY
SCHOOL DISTRICT #1**

Highlights of the Process

- Student focused
- Effective, Efficient and Feasible
- Parent and staff feedback
- Consensus on selection





Appendix R

PAWS Reading



Sweetwater County School District #1 PAWS Reading Results

Grade Level/Subject Area	State	SCSD#1	District Increase or Decrease from prior year	DES	DV	FEES	LIN	NP	OV	SA	SC	WA	WR
3rd Grade Reading 2014-2015	60.65%	55.71%			43.21%	70%*	52.63%	59.70%	56.06%	60.47%		54.55%	57.50%
3rd Grade Reading 2015-2016	58.05%	51.34%			45.65%	76.92%*	70.97%*	50.00%	53.57%	57.81%	37.11%	58.49%*	47.46%
3rd Grade Reading 2016-2017	58.65%	55.17%	3.83%		64.00%*	38.46%	59.52%*	49.12%	72.55%*	46.00%	54.90%	50.00%	51.56%
	State	SCSD#1	District Increase or Decrease	DES	DV	FEES	LIN	NP	OV	SA	SC	WA	WR
4th Grade Reading 2014-2015	60.45%	61.34%			47.62%	62.5%*	80.95%*	66.67%*	63.51%*	53.41%		59.42%	72.50%
4th Grade Reading 2015-2016	65.44%	63.52%			50.85%	83.33%*	60.87%	57.69%	67.35%*	67.21%*	59.21%	85.71%*	64.52%
4th Grade Reading 2016-2017	63.66%	59.62%	-3.90%		53.49%	57.14%	68.00%*	57.14%	67.35%*	62.07%	50.48%	69.23%*	61.22%
	State	SCSD#1	District Increase or Decrease	DES	FEES	ES	PB						
5th Grade Reading 2014-2015	58.58%	52.22%			84.62%*	53.81%	47.67%						
5th Grade Reading 2015-2016	61.07%	53.91%			50.00%	55.41%	52.70%						
5th Grade Reading 2016-2017	61.83%	52.29%	-1.62%		61.54%	43.48%	60.68%						
	State	SCSD#1	District Increase or Decrease	DES	FEMS	ES	PB						
6th Grade Reading 2014-2015	56.72%	52.02%			83.33%*	52.65%	49.26%						
6th Grade Reading 2015-2016	57.89%	58.50%			56.25%	56.38%	60.29%*						
6th Grade Reading 2016-2017	58.10%	61.88%	3.38%	66.67%	50.00%	62.10%*	62.20%*						
	State	SCSD#1	District Increase or Decrease	DMS	FEMS	RSJH							
7th Grade Reading 2014-2015	56.70%	59.81%			77.78%*	59.95%*							
7th Grade Reading 2015-2016	60.08%	63.97%			62.50%*	64.01%*							
7th Grade Reading 2016-2017	56.39%	57.25%	-6.72%		50.00%	57.11%*							
	State	SCSD#1	District Increase or Decrease	DMS	FEMS	RSJH							
8th Grade Reading 2014-2015	51.57%	54.22%			66.67%*	52.99%*							
8th Grade Reading 2015-2016	53.67%	58.55%			69.23%*	58.23%*							
8th Grade Reading 2016-2017	53.85%	55.48%	-3.07%		64.71%*	54.89%*							


The asterisk (*) indicates performance higher than the state average.





PAWS Math

Sweetwater County School District #1 PAWS Math Results

Grade Level/Subject Area	State	SCSD#1	District Increase or Decrease from prior year	DES	DV	FEES	LIN	NP	OV	SA	SC	WA	WR
3rd Grade Math 2014-2015	49.48%	45.38%			40.74%	80.00%*	50.00%	49.25%	45.45%	41.18%	-	37.88%	50.00%*
3rd Grade Math 2015-2016	52.94%	52.57%			39.13%	50.00%	68.75%*	53.13%*	66.67%*	65.63%*	36.46%	69.81%*	35.59%
3rd Grade Math 2016-2017	51.73%	49.36%	-3.21%		66.00%*	61.54%*	50.00%	40.35%	60.78%*	45.10%	41.35%	71.88%*	38.10%
	State	SCSD#1	District Increase or Decrease	DES	DV	FEES	LIN	NP	OV	SA	SC	WA	WR
4th Grade Math 2014-2015	50.58%	41.59%			25.40%	75.00%*	57.14%*	55.56%*	27.03%	35.96%	-	42.03%	57.5%*
4th Grade Math 2015-2016	55.18%	47.24%			61.02%*	66.67%*	41.30%	29.49%	42.86%	50.00%	39.47%	76.19%*	50.00%
4th Grade Math 2016-2017	57.76%	50.21%	2.97%		44.19%	42.86%	59.52%*	47.14%	71.43%*	58.62%*	34.58%	69.23%*	34.69%
	State	SCSD#1	District Increase or Decrease	DES	FEES	ES	PB						
5th Grade Math 2014-2015	52.64%	41.03%			90%*	34.85%	42.49%						
5th Grade Math 2015-2016	56.31%	47.29%			90.00%*	50.00%	43.05%						
5th Grade Math 2016-2017	58.19%	47.50%	0.21%		69.23%*	42.79%	51.06%						
	State	SCSD#1	District Increase or Decrease	DES	FEMS	ES	PB						
6th Grade Math 2014-2015	49.47%	39.64%			83.33%*	34.36%	42.44%						
6th Grade Math 2015-2016	49.79%	39.47%			50.00%*	32.80%	43.63%						
6th Grade Math 2016-2017	49.61%	43.21%	3.74%	50.00%	58.33%*	33.78%	52.15%*						
	State	SCSD#1	District Increase or Decrease	DMS	FEMS	RSJH							
7th Grade Math 2014-2015	43.39%	41.12%			44.44%*	41.50%							
7th Grade Math 2015-2016	49.38%	45.98%			56.25%*	45.43%							
7th Grade Math 2016-2017	47.27%	42.79%	-3.19%		62.50%*	41.62%							
	State	SCSD#1	District Increase or Decrease	DMS	FEMS	RSJH							
8th Grade Math 2014-2015	47.44%	44.53%			44.44%	44.32%							
8th Grade Math 2015-2016	47.88%	44.84%			46.15%	44.84%							
8th Grade Math 2017-2018	48.58%	48.86%	4.02%		52.94%*	48.46%							

The asterisk (*) indicates performance higher than the state average.

The asterisk (*) indicates performance higher than the state average.



ACT Results

Sweetwater County School District #1 ACT Results							
Grade Level	School Year/Test/Subject Area	Wyoming Average Score	SCSD#1 Average Score	SCSD#1 Increase/ Decrease from prior year	BBHS Average Score	FEHS Average Score	RSHS Average Score
11th Grade	2014-2015 ACT English	18.8	16.9		14.9	18.1	17.0
	2015-2016 ACT English	19.1	16.9		14.3	18.9	17.0
	2016-2017 ACT English	18.8	17.1	0.2	14.2	20.7	17.2
	2014-2015 ACT Math	19.5	18.6		16.4	18.4	18.7
	2015-2016 ACT Math	19.7	18.7		16.7	17.9	18.9
	2016-2017 ACT Math	19.5	19.2	0.5	16.7	18.2	19.4
	2014-2015 ACT Reading	20.0	18.6		16.8	18.8	18.8
	2015-2016 ACT Reading	20.5	19.0		16.3	20.0	19.2
	2016-2017 ACT Reading	20.2	19.6	0.6	16.9	20.8	19.8
	2014-2015 ACT Science	20.2	19.0		17.1	20.4	19.1
	2015-2016 ACT Science	20.4	19.5		16.7	19.9	19.7
	2016-2017 ACT Science	20	19.1	-0.4	17.0	20.8	19.2
	2014-2015 ACT Composite	19.8	18.4		16.5	19.1	18.5
	2015-2016 ACT Composite	20.0	18.6		16.2	19.4	18.8
	2016-2017 ACT Composite	19.7	18.9	0.3	16.4	20.3	19.1
ACT Scores range from a 1 to 36							



ACT Aspire Results

Sweetwater County School District #1 ACT Aspire Results							
Grade Level	School Year/Test/Subject Area	ACT ASPIRE College/Career Readiness Benchmark (Scale Score)	SCSD#1 Average Scale Score	SCSD#1 Increase/Decrease from prior year	BBHS Average Scale Score	FEHS Average Scale Score	RSHS Average Scale Score
9th Grade	2015-2016 ASPIRE English	426	425.4		427.3	428.6	425.2
	2016-2017 ASPIRE English		425.7	0.3	425.8	430.7	425.5
	2015-2016 ASPIRE Math	428	423.2		423.4	425.3	423.2
	2016-2017 ASPIRE Math		423.7	0.5	421.7	426.1	423.7
	2015-2016 ASPIRE Reading	425	421.7		420.4	421.4	421.8
	2016-2017 ASPIRE Reading		423.5	1.8	422	423.2	423.6
	2015-2016 ASPIRE Science	430	423.9		423.3	427.4	423.7
	2016-2017 ASPIRE Science		425.2	1.3	422.4	425.4	425.4
	2015-2016 ASPIRE Composite	N/A	423.7		423.9	426.2	423.6
	2016-2017 ASPIRE Composite		424.7	1.0	423.1	426.5	424.8
10th Grade	2015-2016 ASPIRE English	428	429.0		425.6	434.7	429.2
	2016-2017 ASPIRE English		427.6	-1.4	430.6	430.8	427.2
	2015-2016 ASPIRE Math	432	425.3		424.0	426.5	425.3
	2016-2017 ASPIRE Math		424.1	-1.2	426.9	426.6	423.7
	2015-2016 ASPIRE Reading	428	423.6		419.9	427.2	423.7
	2016-2017 ASPIRE Reading		423.7	0.1	423.3	425.7	423.6
	2015-2016 ASPIRE Science	432	426.2		423.2	428.2	426.4
	2016-2017 ASPIRE Science		426.0	-0.2	423.1	429.7	426.0
	2015-2016 ASPIRE Composite	N/A	426.3		423.4	429.5	426.4
	2016-2017 ASPIRE Composite		425.5	-1	426.0	428.4	425.3