

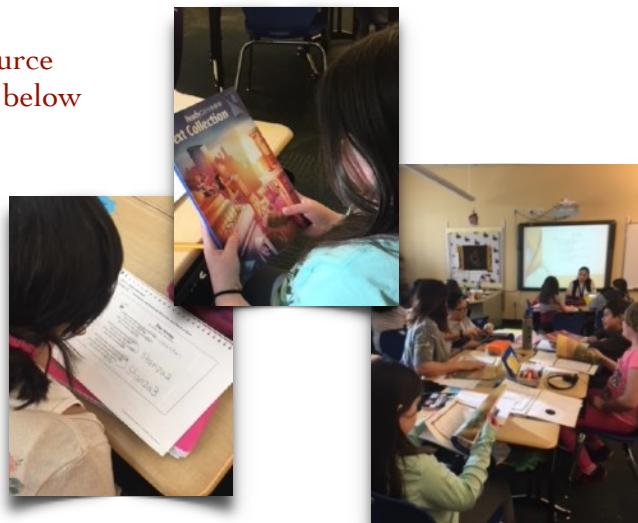


In this issue... PD Opportunities Through Perkins Grant, Title IVA-STEM, Title IIA Survey, G&T project update, Stagecoach Award, Science PD, 16-17 Graduation Rate, ACCESS Info, Accreditation Update, Report Card Committee Update, Young Author Celebration Dates, PD Opportunities, Summer Academy Info, WY-TECC, Summer School Dates, Upcoming Events

What's Working with ReadyGEN

This year has been a great experience working with a resource teacher and co-teaching. The group of students we work with are below grade level in reading and writing. Our group has been using the intervention piece of our new reading resource. Along with the intervention skill based lessons, the students have been able to read grade level texts within the classroom. I believe this has helped them grow tremendously as readers. They have all reached their personal goals in reading fluency and have had to set new ones. Also, each student grew in their DIBELS scores for the winter testing.

~Jordan Erspamer, 4th Grade Teacher, Stagecoach Elementary



What's Working with SpringBoard

In SpringBoard Unit 2 the students engage in novel studies to experience fictional text at a deeper level. Throughout the unit, students analyze and record textual evidence in unique ways such as double entry journals, graphic organizers, literature circle discussions, and explanatory writing. The lessons are structured to create a strong novel study, but using gradual release models, exemplary examples of class work, and discussion of expectations. The students are assigned specific roles like Discussion Leader (produce the three level questions), Dictation Detective (examine the dictation of the section), Bridge Builder (connector of events from text-to-text, text-to-self, and text-to-world), Reporter (summarize the major events), and Artist (creates visuals to illustrate the setting, characters, events, previous events and predictions). After the group meetings SpringBoard ensures students reflect on interesting points their peers made in the discussion and apply their own thoughts on the matter. It also requires the students to reflect on challenges the group might have faced and create goals to improve their collaboration.

As a result of this new resource (and specifically this unit) my students have improved on their personal contribution to Literature Study groups and are producing deeper processing work. They are thinking strategically about what they are reading and are able to make personal connections to a text. I also enjoy this resource because it provides multiple opportunities to practice a skill through different mediums (short stories, novels, movies, pictures).

~Shae Lynch, 6th Grade teacher at Pilot Butte Elementary



What's Working in Counseling

The Second Step social/emotional program is taught by all K-6 counselor's. Through this program Overland Elementary students obtain skills for learning, empathy, emotion management, and problem solving. The Second Step Bullying Prevention also taught at Overland, gives students skills to help them to be successful in school and life. In this picture Overland Counselor, Cassandra Vincelette, teaches students social skills with the Second Step program.



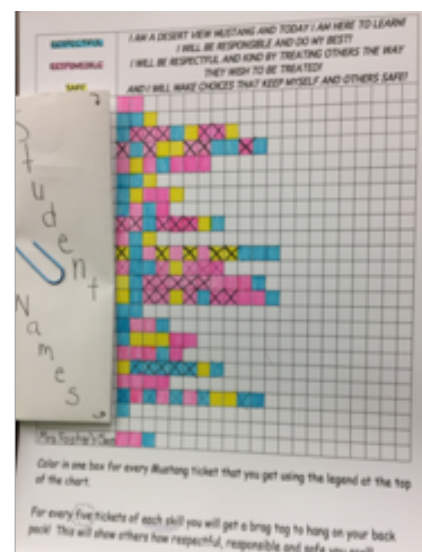
~Information provided by Cassandra Vincelette, Overland Elementary Counselor



Desert View Elementary counseling program provides social emotional and behavioral supports to all students through a variety of interventions including: school-wide PBIS, classroom guidance lessons, individual and group counseling, and Mustang Circle advocacy groups.

Through their school-wide PBIS system Desert View Mustangs have the opportunity to earn Code of The West Cards for being Respectful, Responsible and Safe. As students are awarded Code of The West cards they are able to update the chart in their classroom where they keep track of how many card in each area they have earned. When they receive five cards in one area they earn their brag tag for that ability – respectful, responsible, or safe. They are honored at the monthly Mustang Circle Assembly. Utilizing John Hattie's highly effective instructional strategy of self-reported grades

through having students chart their progress in these skill areas has made a significant impact in student engagement. This has led to increased motivation to exhibit prosocial behaviors and has resulted in a great increase in effectiveness. Students are actively working to hone their skills in these areas and are very excited and proud to be recognized for exhibiting these highly desirable skills.



~Information provided by Christi Carson, Desert View Elementary Counselor

Professional Development Opportunities through the Carl D. Perkins Grant

Grants offer financial support to the district for student programs as well as teacher professional development. This year many opportunities were utilized by SCSD#1 students and teachers.

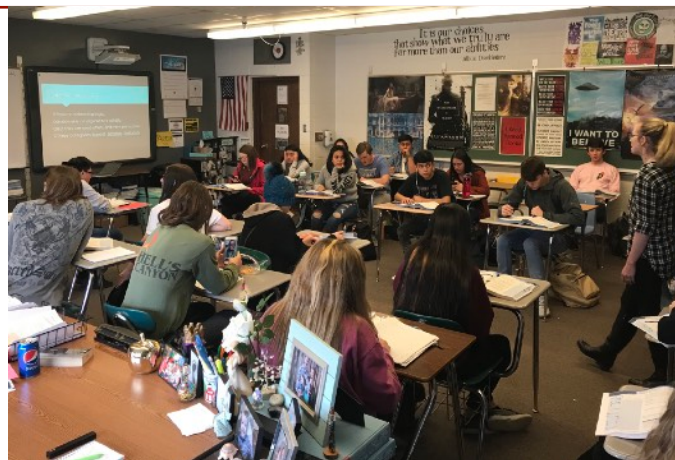
A few of the professional development travel opportunities teachers took advantage of this school year were a trip to Jackson, WY for a culinary conference, Nashville, TN for the National Career Academy Coalition, and the ACTE CareerTech Vision Conference also in Nashville, TN.



The best think I took from the conference is the different types of field trips and/or guest speakers that I would like to insert into my lesson plans for next semester.” Katie also was able to network with fellow teachers and gathered different ideas that will impact how she runs her class.

~Katie Nash, Culinary Arts Teacher, RSJH

I was particularly grateful for this conference because I am still fairly new to the Fire, Law & Leadership Academy, and in some ways I feel like I am still barely getting my feet wet with the process. With only one year of experience under my belt, it was nice to speak with so many seasoned professionals who have really explored what does (and doesn't) work with academies from all over the country. I received a lot of ideas for cross-curricular planning and collaboration which have been a tremendous help this year. The sessions I attended were packed with fresh and relevant project ideas to promote service, awareness, and community while maintaining a healthy balance of rigor and fun. I am eager to try out some of these projects this year with classes beyond the FLLA sophomores, meaning this conference will have an impact on my educational practices beyond the FLLA as well. I was also given valuable time to brainstorm with my colleagues away from distractions, which enabled us to plan and benefit from one another's creativity and individual expertise. Overall, I am intensely grateful for the opportunity that I was given to grow as an educator in an area specific to my needs.



~Anna Crawford, FLLA English Language Arts Teacher, RSHS



There were a number of great ideas I heard while in Nashville. One of the best sessions I attended addressed creating a master schedule in a school with academies. That session provided me a lot of insight into the work I will be doing this spring. I also learned about community outreach and building strong partnerships with area businesses and programs. Of course, it was great to spend time with a few of our academy teachers and get to know them better! On top of what I learned at the conference, I also learned a lot from Liz, Heidi and Anna about our academies at Rock Springs High School.

~Fred Hollingshead, Asst. Principal, RSHS



One of the sessions that I attended was about what was more important to teachers. Is it more important to prepare kids for college or career? It was a really interesting debate to make you stop and focus on what we can be doing in our classrooms to accommodate both. The presenter was the head of a STEM academy, so I also found it useful to get projects and ideas to help the ERA [Energy Resource Academy] grow.

~Liz Sedey, ERA History Teacher, RSHS

I learned much about Project Based Learning, Community Based Academies, collaborating across contents and the school to work together as a school for instruction, collaboration amongst academy instructors for better instruction and support for students, and how to effectively evaluate student work. This was a terrific conference that allowed me to continue to develop my role as a teacher in the Fire, Law, and Leadership Academy.

~Heidi Rubich, ERA History Teacher, RSHS



In December, I had the opportunity to attend the ACET Career Tech Conference. It was a great time to learn new techniques and learn about new curriculum. I attended sessions on project based assessments, business marketing occupational outlook, and other technology and business classes. One of the greatest aspects of the conference is to visit with publishers of educational technology and business curriculum. This is particularly helpful since our department is in the first year of SAC process. Through these contacts I was able to obtain samples of student textbooks to evaluate.

~Stephen Wright, Business Teacher, RSJH



I was one of four teachers to aVend the ACTE CareerTech Vision 2017 Conference. It was held at the Gaylord Resort and Convention Center in Nashville, Tennessee December 6-9. I thoroughly enjoyed the Conference and learned a great deal. It is critical for members of our School District #1 CTE Department to be provided with opportunities to aVend conferences/trainings such as this one. I am the only teacher at the junior high level teaching Entrepreneurship and Personal Finance Management/Career Exploration. Attending conferences like this one allows me to select sessions on

topics within those subject areas and collaborate with teachers from around the country teaching courses in those same areas. This collaboration is absolutely necessary due to the nature of our rapidly changing business environment in order to keep our courses relevant and up-to-date. My favorite sessions were on Project-Based Learning, Building a Winning CTE Department and Brand, and Entrepreneurship Education. We also visited the Expo where we were able to preview and request textbook and other materials which have just recently been published in our different subject areas. I am thankful to have been provided the opportunity to aVend the ACTE CareerTech Vision Conference this school year.

~Candy Bedard, Business Teacher, RSJH



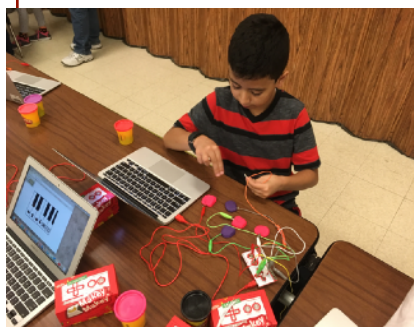
Title IVA: Student Support & Academic Enrichment

Title IVA is a new federal program under the Every Student Succeeds Act. There are three major goals of the program: providing students with a well-rounded education, supporting safe and healthy students, and supporting the effective use of technology. For this program, we received funding of \$92,698.60 to meet the goals of each of these three areas. Over the next few newsletters, the goals for each of the areas will be discussed.

Providing students with a well-rounded education

As an innovative district, united with our community, we empower and inspire all students to academic excellence. To further support a well-rounded education, SCSD#1 will focus on STEM (Science, Technology, Engineering, and Mathematics). The goal in this area is to create authentic learning opportunities connected to college and career readiness. Through the grant we will:

- Provide activities to support a well-rounded education including hands-on learning activities for students
- Train teachers through professional development
- Provide resources, supplies, and technology to enhance learning opportunities (each school received \$1,000 for supplies)



There are many ways to implement STEM activities. Want to apply for funds for a STEM project in your school? Work with your building administrator and complete the [application](#).

Title IIA State Use of Funds Survey

Beginning July 1, 2017, a new provision in Title II allows a set-aside of funds for state-level activities, not to exceed 4% of the total grant, to further augment the professional development initiatives of local school districts.

The WDE has a survey on its website to gain input into the decision of how to utilize this funding. The survey lists allowable uses of Title II funds from the ESEA law. Your participation in this survey will help guide decision-making about which activities the WDE may choose to coordinate and deliver. If you don't see an activity listed for which you see a need, please enter it in the comments at the end.

Access the survey and more information [HERE](#).

English Learner Family Engagement Night

On January 17th, Title III hosted a Family Engagement Night to talk about Suicide Prevention Awareness, Depression, and Bully Prevention. The board room was packed with families that wanted to learn more about these topics.

Thank you to Monica Anderson, Koral Hueller, Rhonda Kettering, and Kc Santistevan for leading the evening! The families had the opportunity to ask questions, and provide feedback on ways to support students.



Gifted & Talented Students Continue Future City Project

Dr. Cristy Pelham's 6th grade gifted and talented students were featured in the November CIA Newsletter for their Future City project. In November, students listened to guest speakers who work for the City of Rock Springs to learn what goes into planning and maintaining a city. Later this month, students will present their projects to the rest of their class, in part, with a speech.

Kami Danaei, district CIA Secretary, gave a presentation in January 2018 to aid students in effective public speaking. Her additional role as an adjunct instructor in communication was relevant in practical performance opportunities. Students learned the importance of researching and

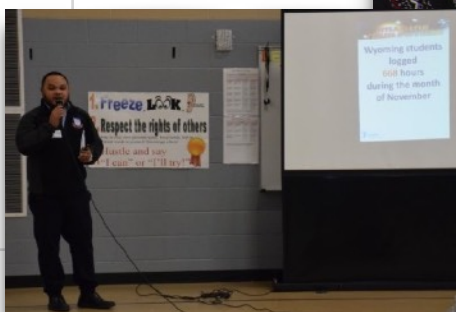
organizing a speech, using visual aids, effective delivery, and forming arguments.



Stagecoach Students Receive Award

In December, Imagine Learning recognized Stagecoach Elementary EL classrooms and individual students. Imagine Learning is an individualized learning experience for our English Learners. Students engage in a learning path that helps support language learning and literacy. Students who spend twenty minutes a day have seen growth as much as two language levels on the ACCESS 2.0 assessment.

Congratulations to Stagecoach Elementary on having the highest usage across the great State of Wyoming!





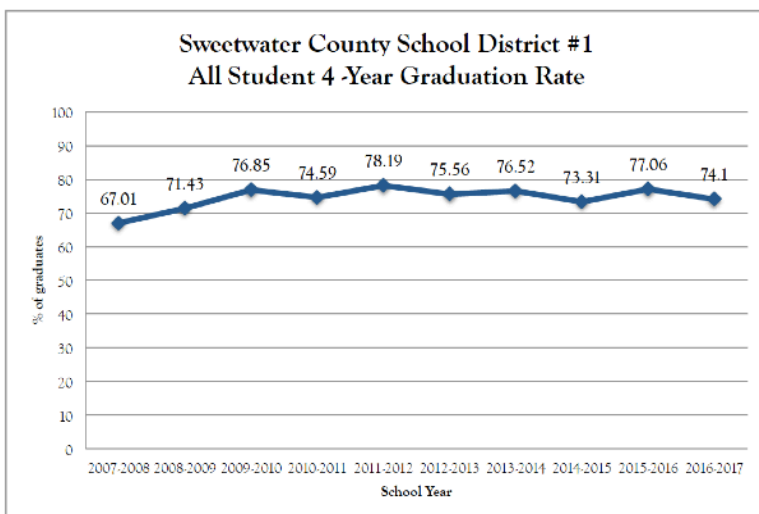
Science PD

Teachers from SCSD#1, Unita #1, and Natrona County School District braved the snowy weather to participate in a workshop presented by Wyoming Department of Education Science Consultant Sharla Downing on Friday, January 19th and Saturday, January 20th. This professional development focused on the new Wyoming State Science Standards. The group of 31 teachers learned how to unpack the standards, bundle the standards, and find resources to support implementation of the new standards. This workshop allowed SCSD#1 science teachers a way to connect, converse and collaborate with other science teachers across the state.

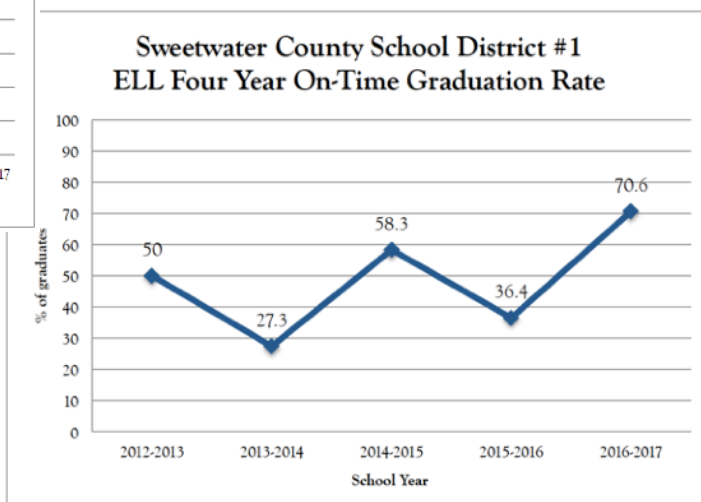
~Information provided by Sharon Seaton, Science Teacher, BBHS

2016-2017 Graduation Rate Released by WDE

Visit the SCSD#1 [Graduation Rate](#) webpage for individual high school graduation rates and information on how graduation rate is calculated by the state.



SCSD#1 district level graduation rate declined slightly from 77.06% of students graduating in 2015-16 to 74.1% of students graduating in the 2016-17 school year.



One notable celebration is the 2016-17 disaggregated English Learner graduation rate of 70.6%. This percentage of EL students that graduated skyrocketed from the 2015-16 year of 36.4%!

ACCESS Testing Continues

Thank you to all teachers and principals for supporting English Learner teachers as they administer the Assessing Comprehension and Communication in English State-to-State for English Language Learners, ACCESS for ELLs, over the next month to determine English proficiency. The testing window opened January 23rd and will end February 27th. All students who are identified as limited English proficient participate in the ACCESS test. This includes students who do not receive services due to refusal. EL teachers at each school will work with classroom teachers and their administrator to develop a testing schedule supporting completion of the ACCESS test during the testing window.

Want to learn more about this assessment? Visit <https://www.wida.us/>.

Accreditation Update

For the 2016-17 school year, SCSD#1 was under a corrective action plan to address concerns around the Least Restrictive Environment required under the Individuals with Disabilities Education Act (IDEA), giving the district an accreditation status of *accreditation with follow up*. The district completed the corrective action plan September 2017 and on Thursday, January 18, 2018, the State Board of Education voted to amend the 2016-17 accreditation status for SCSD#1. The district's 2016-17 accreditation status has been amended to *fully accredited*.

In 2010, SCSD#1 was rated as *accredited with follow-up*. SCSD#1 along with 11 other districts were in this category. At that time, SCSD#1 completed all necessary recommendations to regain *full accreditation*. Read the [full press release](#) for more info!

Report Card Info

The Report Card Committee met on December 4, January 4, and January 23 to help develop a new report card for the 2018-2019 school year. They have completed the process and will be sharing the report card at staff meetings in late February or early March.

Young Author Competition Celebration

- ◆ District celebration @ RSJH Auditorium
- ◆ February 21, 2018
- ◆ 6:00 pm
- ◆ Certificates and prizes for 1st, 2nd, and 3rd place
- ◆ First place stories submitted to county competition
- ◆ County celebration @ Green River Lincoln Middle School Auditorium
- ◆ March 14, 2018
- ◆ 6:30 pm
- ◆ One 1st place award & two Honorable Mentions
- ◆ Winners and pictures will be posted on the SCSD#1 [Young Author webpage](#)

Professional Development Opportunities

After receiving the results of a survey given to English Language Arts (ELA) teachers, professional development was offered in the form of Winter Academies. Sessions were offered in data analysis, differentiation, foundational skills, technology, and intervention as they pertain to the ELA resources ReadyGEN and SpringBoard.

This was the first time SCSD#1 has offered Winter Academies. The response was very positive.

Look for more opportunities coming later this month and this spring!

Summer Academy Registration

Summer Academy registration will be **March 1-14**. Review your calendar and get ready for the Summer Academy brochure coming soon!

7th Annual WyTECC Conference Tinkers & Thinkers

- ★ Saturday, May 5, 2018
- ★ 8:00am to 4:00pm
- ★ WWCC Green River
- ★ Participants could earn .5 PTSB credit
- ★ District covers registration for first 50
- ★ Early bird registration \$25 ends Feb 14
- ★ Registration \$35 after Feb 14
- ★ Register: <http://wytecc.wildapricot.org/events>



Assessment Calendar is available for download [here](#).

12/7/17ip

February						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1 CVE SAC Board Rm 8:00-4:00 Implementing ReadyGEN Technology Components PB Library 4:00-6:30 Data Teams Consultant Visit	2 Data Teams Consultant Visit	3
4	5	6	7	8 ReadyUP, Scaffolded Strategies Handbook, Intervention Handbook PB Library 4:00-6:30	9 Winter WY-TOPP window closes	10
11 Board Meeting Board Rm 7:00	12	13	14	15 PM Parent/ Teacher Conferences	16 AM Parent/ Teacher Conferences	17
18	19	20	21	22 Dist Dept Chair/ Teacher Leader Meeting Board Rm 4:00-6:00	23 Data Team Training Board Rm 8:00-4:00	24 Foundational Skills Workshop Board Room 8:00-3:00
25	26	27 CCC Meeting Board Rm 3:30-6:30	28			

March						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	7	8	9 Professional Development	10
11 Board Meeting Board Rm 7:00	12	13	14	15	16 Kagan Academy Board Room 8:00 Check In 8:30-3:45	17 Kagan Academy Board Room 8:00 Check In 8:30-3:45
18	19	20	21	22	23	24
25	26	27	28	29	30 Spring Break	31