



Strategic plan

District Mission: Learning for All

District Vision: Inspiring Excellence Every Day

Goal #2: Improve Student Achievement

Indicator: Schools will meet or exceed state accountability requirements.

Strategy #1: Systematically adopt materials and resources that align with current state standards.

- The curriculum office at Sweetwater County School #2 has followed a process/rotation, which allows it to rotate content areas and stay current with evolving standards.
- The District, in its commitment, to the integration of technology has implemented a 1:1 device initiative.
 - Resource adoptions will include criteria for electronic compatibility.
- In addition to updated materials comes the need to train staff on the use of new materials.
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Strategy #2: Systematically review and update content area curriculum maps.

- Mapping the curriculum is an ongoing project, which began in 2010. Shortly after the initial maps were developed, The Wyoming state standards began to change, which created a need to adjust the maps in different content areas. The District Core Maps are housed in a program called Performance Plus, a mapping software.

Strategy #3: Improve effectiveness of classroom instruction through Professional Learning Community (PLC) implementation and intentional practice.

- Investing in District-wide PLC Training for teacher administrators and board members.
 - PLC Institutes 2017-2020
- Intentional alignment 2017-Ongoing
 - Intentionally align the District Instructional Model and the District Instructional Framework, assessment, and individual professional growth goals in order to improve classroom instruction.
- Purposeful Planning 2016-Ongoing
 - Training has been provided to staff in order to plan lessons and units of instruction that help with the effective delivery of a lesson.
- Effective Use of Learning Targets: 2014-Ongoing
 - Learning targets work was implemented to help connect classroom instruction to question #1 of Professional Learning Communities: "What is it we want students to know and be able to do?"
- Formative Assessment: 2015-Ongoing
 - Formative assessment training has been provided to help teachers understand if students learned the intended targets.
- Differentiated Instruction 2016-Ongoing

- The training surrounding differentiation was intended to help predict and react to students when they do and do not accomplish the intended target.
- Coaching Classroom Instruction 2013-Ongoing
 - Initial administrator training was provided through the Wyoming Instructional Leadership Network to help administrators coach classroom instruction.
 - Job embedded professional development continues around a concept called instructional rounds. Principal teams observe classroom instruction in order to dialogue around feedback towards and coaching of instruction.
 - Principals' professional growth plans align with improving instruction through feedback.
- Student Engagement/Kagan: 2013-Ongoing
 - A logical piece of the district's instructional focus became obvious as a collective observation showed teachers dominating classrooms; therefore, an area of instructional focus was the intentional planning of student engagement structures.

Strategy #4: Develop and implement a District Assessment System (DAS) that ensures students are assessed on the state standards in different grade levels and content areas.

- State required assessments: i.e. ACT, WyTOPP
- District Assessments: Specific assessments that districts require schools to administer. Examples may include common assessments, end-of-course assessments, final examinations, or end of unit tests. District assessments are typically interim or summative in nature.
- School Assessments: grade/class specific common assessments
- Classroom assessment: formative assessments used to measure success on learning targets

Strategy #5: Ongoing Data review to apply interventions and enrichment

- Intentionally scheduled PLC times in every building as well as grade level and departmental PLC opportunities*
- Working Rtl model
- Uniform BIT Processes
- Extended Day Opportunities
- Summer School
- Building level targeted needs analysis

Strategy #6: Reconfiguration of the district to reduce transitions between buildings.

- Remove the intermediate school (5-6) from the configuration (Fall 2018)
- K-4 Buildings become K-5 buildings (Fall 2018)
- Add grade 6 to the Middle School making it 6-8 (Fall 2018)