

Sheridan County School District #3
Curriculum, Instruction, Assessment, and Feedback Implementation Plan
 (Curriculum Map revisions began in 2014-2015)

| | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
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| Common Understanding and Buy-In | <p>Curriculum coordinators work with/train other staff members</p> <p>Draft talking points & FAQs</p> <p>Begin communication efforts with staff and school board</p> <p>Plan for professional development for more staff members (Jan 30, 31st Casper)</p> <p>Begin feedback through survey with staff</p> | <p>Continue training on use of proficiency scales.</p> <p>Collect feedback from staff through surveys, meetings, and conversations</p> <p>Teachers began having discussions with parents regarding standards-referenced grading</p> | <p>Continue training on use of proficiency scales with teachers.</p> <p>Create a guidebook for teachers, parents and students.</p> <p>Measure the buy-in, levels of use, and concerns with teachers through grade level and checkpoint meetings.</p> | <p>Monitor use/understanding of common vocabulary between students, teachers, and parents</p> <p>Monitor and revise changes to standards-referenced grading handbook for teachers, parents, and students.</p> | <p>Produce a staff, parent, and community video about proficiency scales</p> <p>Continue communication efforts with stakeholders</p> | <p>Continue communication efforts with stakeholders</p> | <p>Continue communication efforts with stakeholders</p> |
| Curriculum Maps, Prioritized Standards, Proficiency Scales, and Assessments (see attached document on per content progress) | <p>Complete K-12 curriculum maps in all content areas except Science and Social Studies</p> <p>Begin writing proficiency scales</p> <p>Begin creating common assessments</p> | <p>Continue writing proficiency scales for all content areas, courses, and grade levels.</p> <p>Curriculum coordinators continue monitoring/reviewing teacher-created scales and assessments.</p> | <p>Continue creating/revising proficiency scales and assessments by working with teachers.</p> <p>Curriculum coordinators continue monitoring & reviewing teacher-created scales and assessments.</p> <p>Develop scheduled PLC's to allow teachers to collaborate</p> <p>K-6 transitioned from curriculum maps to unit plans (organized in DRIVE)</p> <p>K-6 Create a Priority Standard/Assessment spreadsheet to monitor the # of assessments given each quarter.</p> | <p>Continue creating and revising proficiency scales and assessments by curriculum coordinators working with teachers.</p> <p>Curriculum coordinators continue monitoring/reviewing teacher-created scales and assessments.</p> <p>Continue PLC's to help teachers collaborate on common issues</p> <p>Teachers receive on-site training with Solution Tree representative for PLC development</p> <p>Curriculum coordinators develop curriculum page on the school website.</p> | <p>Continue creating and revising proficiency scales and assessments by curriculum coordinators working with teachers.</p> <p>Curriculum coordinators continue monitoring/reviewing teacher-created scales and assessments.</p> <p>Continue PLC's to help teachers collaborate on common issues: Weekly PLC's held for K-6 teachers, whole group 7-12 weekly PLC in addition to monthly small group PLC's</p> <p>Begin review and make changes to K-12 Math curriculum based on updated 2018 State of Wyoming Math Content Standards</p> <p>Provide opportunities for students to enroll in Foreign Languages, Business Courses, and Computer Coding through virtual education opportunities including WyVA and Edunuity.</p> | <p>Continue creating and revising proficiency scales and assessments by curriculum coordinators working with teachers.</p> <p>Curriculum coordinators continue monitoring/reviewing teacher-created scales and assessments.</p> <p>Continue PLC's to help teachers collaborate on common issues</p> <p>Complete review and make changes to K-12 Math curriculum based on updated 2018 State of Wyoming Math Content Standards</p> <p>Provide opportunities for students to enroll in Foreign Languages, Business Courses, and Computer Coding through virtual education opportunities including WyVA and Edunuity.</p> | <p>Continue creating and revising proficiency scales and assessments by curriculum coordinators working with teachers.</p> <p>Curriculum coordinators continue monitoring/reviewing teacher-created scales and assessments.</p> <p>Continue PLC's to help teachers collaborate on common issues</p> <p>Begin review and make changes to K-12 PE curriculum based on updated State of Wyoming PE Content Standards</p> <p>Provide opportunities for students to enroll in Foreign Languages, Business Courses, and Computer Coding through virtual education opportunities including WyVA and Edunuity.</p> |

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| <p>Integration with Existing Resources</p> | <p>Curriculum coordinators monitor how prioritization and proficiency scales fit with existing curriculum maps and curriculum resources, electronic gradebooks, and review/encourage expectations with teachers</p> <p>Begin pilot of prioritization and proficiency scales with existing curriculum maps, resources in a single content area/grade level, including gradebook</p> <p>Teachers provided time to work on Standards-based instruction development during inservices</p> <p>Teachers provided opportunities to work with curriculum coordinators utilizing subs in classrooms</p> <p>Curriculum coordinators meet weekly with Elementary staff, monthly with Secondary staff to set goals and review progress on standards based instruction developments</p> | <p>Continue pilot of prioritization and proficiency scales with existing curriculum maps, resources in a single content area/grade level, including gradebook</p> <p>Teachers provided time to work on Standards-based instruction development during inservices</p> <p>Teachers provided opportunities to work with curriculum coordinators utilizing subs in classrooms</p> <p>Curriculum coordinators meet weekly with Elementary staff, monthly with Secondary staff to set goals and review progress on standards based instruction developments</p> | <p>Implement prioritization and proficiency scales with existing resources in most content areas/grade levels, including electronic gradebook.</p> <p>Electronic gradebook platform revised to reflect new grading practices</p> <p>K-6 standards-referenced report card implemented</p> <p>7-12 add standards referenced report card to the traditional report card</p> <p>Develop tracking sheets for alignment of standards to assessments</p> <p>Begin horizontal alignment of standards within content areas including to WyTopp blueprints</p> <p>Teachers provided time to work on Standards-based instruction development during inservices</p> <p>Teachers provided opportunities to work with curriculum coordinators utilizing subs in classrooms</p> <p>Curriculum coordinators meet weekly with Elementary staff, monthly with Secondary staff to set goals and review progress on standards based instruction developments</p> | <p>Electronic gradebook platform monitored and revised to reflect standard-based grading</p> <p>begin development of page on district website for curriculum and assessment</p> <p>continue to track alignment of standards to assessments</p> <p>Teachers provided time to work on Standards-based instruction development during inservices</p> <p>Teachers provided opportunities to work with curriculum coordinators utilizing subs in classrooms</p> <p>Curriculum coordinators meet weekly with Elementary staff, monthly with Secondary staff to set goals and review progress on standards based instruction developments</p> | <p>Support use of revised electronic gradebook platform to reflect current grading practices</p> <p>continue development of page on district website for curriculum and assessment</p> <p>continue to track alignment of standards to assessments</p> <p>Teachers provided time to work on Standards-based instruction development during inservices</p> <p>Teachers provided opportunities to work with curriculum coordinators utilizing subs in classrooms</p> <p>Curriculum coordinators meet weekly with Elementary staff, monthly with Secondary staff to set goals and review progress on standards based instruction developments</p> <p><i>Provide opportunities for students to enroll in Foreign Languages, Business Courses, and Computer Coding through virtual education opportunities including WyVA and Edunuity.</i></p> | <p>Support use of revised electronic gradebook platform to reflect current grading practices</p> <p>continue development of page on district website for curriculum and assessment</p> <p>continue to track alignment of standards to assessments</p> <p>Teachers provided time to work on Standards-based instruction development during inservices</p> <p>Teachers provided opportunities to work with curriculum coordinators utilizing subs in classrooms</p> <p>Curriculum coordinators meet weekly with Elementary staff, monthly with Secondary staff to set goals and review progress on standards based instruction developments</p> | <p>Support use of revised electronic gradebook platform to reflect current grading practices</p> <p>continue development of page on district website for curriculum and assessment</p> <p>continue to track alignment of standards to assessments</p> <p>Teachers provided time to work on Standards-based instruction development during inservices</p> <p>Teachers provided opportunities to work with curriculum coordinators utilizing subs in classrooms</p> <p>Curriculum coordinators meet weekly with Elementary staff, monthly with Secondary staff to set goals and review progress on standards based instruction developments</p> |
| <p>Administrator Development</p> | <p>Attend Phase I & II MR training</p> <p>Jan. 30-31, 2017 Phase I & II</p> <p>May 2017 Phase I & II</p> | <p>Meet with MRL consultant via email and webinar to ensure questions are answered</p> <p>Attend/support Phase I & II training</p> <p>April 2018 core teachers Webinar with Jan Hoege</p> | <p>Meet with MRL consultant via email and webinar to ensure questions are answered</p> <p>Schedule meetings with individual teachers to provide support</p> <p>Attend/support MARZANO TRAININGS:</p> <p>Sept. 13-14th, 2018 Attend Phase III trainings</p> <p>Nov. 5-6th, 2018 Feb. 7-8th, 2019</p> | <p>Phase I and II training for new staff members</p> <p>Phase IV Standards Based Grading for K-6 teachers</p> <p>Sept. 30, 2019 Oct. 1, 2019</p> | <p>Phase I and II training review</p> <p>Meet with individual teachers to provide support</p> <p>Attend Marzano training phase I and II as a review and to support new staff members.</p> | <p>Phase I and II training review</p> <p>Meet with individual teachers to provide support</p> | <p>Phase I and II training review</p> <p>Meet with individual teachers to provide support</p> |

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| Professional Development with MR Consultant | <p>One day with leadership team to articulate the 3-year plan</p> <p>March 27th, 2017 Time with entire staff to overview the curriculum, instruction, assessment, and feedback plan.</p> <p>Aug. '16, Jan. '17 Inservice time with entire staff to support the work of prioritizing learning goals, developing proficiency scales, and classroom assessments Jan 4th, 2017; monthly individual meetings with all teachers K-12</p> | <p>Periodic webinars and/or emails with consultant to address questions and pertinent issues and challenges</p> <p>Curriculum team and admin team develop communication plan and documents.</p> <p>MARZANO TRAININGS ATTENDED:</p> <p>Jan. 22-23, 2018 Phase I & II April 5, 2018 Phase IV</p> | <p>Periodic webinars and/or emails with consultant to address questions and pertinent issues and challenges.</p> | <p>Periodic webinars and/or emails with consultant to address questions and pertinent issues and challenges.</p> | <p>Periodic webinars and/or emails with consultant to address questions and pertinent issues and challenges.</p> <p>All staff and administration attended 2 day training offered through Sheridan #1 from Jan Hoege on August 10,11</p> | <p>Periodic webinars and/or emails with consultant to address questions and pertinent issues and challenges.</p> | <p>Periodic webinars and/or emails with consultant to address questions and pertinent issues and challenges.</p> |
| Other considerations | <p>New teacher training must be developed to ensure all new staff are informed about prioritization, proficiency scales, and high-quality classroom assessments.</p> <p>Weekly collaboration time must be provided for teams to accomplish the work related to prioritization, proficiency scales, and assessment development, review, and data analysis.</p> | | <p>Weekly collaboration time is provided through PLC and monthly checkpoint meetings for individual teachers and teacher teams to accomplish the work related to prioritization, proficiency scales, and assessment development, review, and data analysis.</p> <p>New teacher training is provided in August prior to regular inservices.</p> | | | | |