



# Curriculum, Instructions and Assessment Newsletter October 2019

**In this issue...** Building capacity for PLC's, PLC's at BBHS: Student Success, PBIS at Sage Elementary, RSJH Advocacy Program, AMP PD, ELA PD, Science Training 4<sup>th</sup> & 5<sup>th</sup> grade and 6<sup>th</sup>-12<sup>th</sup> grade, School Performance Report Driving District and School Improvement, Student Performance: How is SCSD #1 Performing, Accountability: School Performance Reports, K-2 Interim Assessment Info, Google Drive: Assessments, Young Authors, Typing Agent, District Common Assessment Validation Survey Links, Curriculum Map Validation Survey Links, Teacher Leaders, Teacher of the Year and October Calendar



## **Sweetwater County School District #1 will create and foster academic success through partnerships with its schools, community and families.**

- Increase student and family awareness of educational and career opportunities in Sweetwater County and beyond.
- Instill and reinforce employability skills and a drive for learning.
- Recognize and celebrate student, family, community and employee contributions.



## **Sweetwater County School District #1 will nurture a positive learning climate and culture.**

- Promote positive behaviors and relationships among students, staff, families and the community.
- Ensure schools are safe and secure.
- Proactively support physical, mental and emotional health.

### **Building capacity for Professional Learning Communities**

In alignment with supporting the District Strategic plan to nurture a positive learning climate and culture, a second cohort is attending training on Professional Learning Communities at Work. This team of administrators, teachers and district staff are focusing on:

- Establishing and monitoring clear expectations for the PLC journey
- Coaching for effectively building the capacity of others with learning communities; and
- Supporting the deep implementation toward success and sustainability

PLC teams will meet for a total of six days over the course of the year to better understand the foundation, plan the work and monitor their progress.

The initial training occurred on September 16-17, 2019 and participants learned about the why, what and how in addition to establishing goals, timelines and action plans within the teams. Each team will bring back artifacts of the implementation to the next training on February 10-11, 2019.



### **PLC's at Black Butte High School: Student Success**

One of the three PLC focus areas for Black Butte High School is student success during and after high school. The Student Success PLC focuses on one question:

**How can we help students to increase their chances for success after they leave through:**

- Mentorships
- Community Connections
- Life Skills

Teachers and staff are working with students to write a two-year goal, then twice a year they revisit the goals to see if students have met their goals. Their main focus is helping students to be better integrated into the community after graduation.

### **PBIS at Sage Elementary**

Sage Elementary PBIS meeting focused on 3 main topics:

- Using the PBIS website PBISworld.com
- Each month focusing on a specific area in the school to go over procedures and expectations
- Putting a rewards system in place

The first topic was the PBIS website, <https://www.pbisworld.com/>, and how to use it in the classroom when behaviors are starting to cause interruptions. The PBIS site is another tool to add to your PBIS tool box.

The second topic was focusing each month on certain areas such as hallways, bathroom, playground, etc. By focusing on a new area each month, students will learn to follow the rules and expectations of each area. Teachers and staff will work together to ensure students understand the right and wrong way of doing things.

The last topic the team focused on creating an award system.





### RSJH Advocacy Program

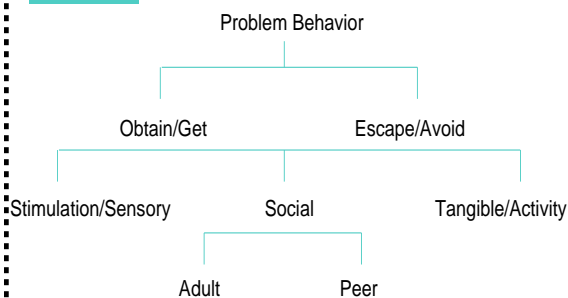


As a part of the RSJH Advocacy Program, students created feathers. The feathers will be displayed in the library in the shape of wings. Students are recognized for acts of kindness by receiving a Kindness Coupon. Kindness Coupons are given to the student who performed the act and placed in a Kindness bucket in a classroom. Monthly students are drawn from the buckets and their picture is taken in front of the Kindness wings. Pictures and coupons are then displayed in the cafeteria for all students to see. Students who have multiple coupons in a month will have their picture taken and their coupons displayed in one of the display cases in the main hallway.

### AMP Professional Development

On September 24<sup>th</sup> a District-wide AMP training was held. The learning target incorporated the importance of identifying the ABCs/function of student behavior to design and implement purposeful behavioral interventions at the Tier 2 and Tier 3 levels. Functions of Behavior may be narrowed into the following categories: (see diagram below)

#### Common Functions of Behavior



The ABCs of behavior include the **Antecedent, Behavior, and Consequences**. Antecedents occur before the behavior, anything in the environment that triggers the behavior. Behavior is any observable act that the student does. The actions or reactions of the student to the environment or antecedents. Consequences are the results, actions, or events that directly follow the behavior. Consequences either increase or decrease the probability that the behavior will occur again in the future.

### ELA Professional Development

On September 10<sup>th</sup> and 11<sup>th</sup> fifth grade, kindergarten, Title 1 and EL teachers participated in Language Arts professional development. The learning targets included a review of the District Early Literacy Plan, District Curriculum Maps, and ReadyGEN reading components. In addition, teachers in both groups concentrated on engineering engaging conversations, crafting divergent questions and bolstering questioning strategies. The kindergarten, Title 1 and EL instructional group focused on the literacy underpinnings phonological/phonemic awareness as well as phonic skills and the benefits of multiple text readings.



### Science Training for 4th & 5th Grade Teachers

All 4th and 5th grade teachers who teach science are participating in professional development this year. The facilitators are scientists from the University of Wyoming Science and Math Teaching Center. Teachers are learning to engage and deepen their understanding of the Wyoming State Science Standards, the 3 – dimensional and phenomenon-based learning. Teachers were divided into different roles (rabbits, birds, maintenance, teachers etc...) and went outdoors to make observations, formulate questions and connect them to Science concepts.



Teachers will meet again in October, January and February.

### Science Training for 6<sup>th</sup>-12<sup>th</sup> Grade Teachers

This year teachers in grades 6<sup>th</sup>-12<sup>th</sup> are extending their understanding about 3D learning and instructional strategies that support 3D Learning. Teachers have time to collaborate with their peers and develop lesson plans to implement with students and share with each other. Also, teachers are looking in-depth at lesson planning and unit flow.

The first step in the 3D lesson planning is to provide a “hook” or a phenomenon to begin the lesson. The next step is for students to make observations and generate questions, the framing. Then multiple learning experiences are provided to students through investigation, modeling, research and direct instruction to name a few. Vocabulary is introduced and applied, as it makes sense in the unit. All the while, teachers provide purposeful, meaningful opportunities to revisit and modify predications/model generated throughout their learning. Students explain, revise and share their learning with peers. As always, students should be given multiple opportunities on topics of their choice related to the standard, to explore and extend their learning. Formative assessments occur repeatedly throughout the unit culminating in a summative assessment.

Science teachers will continue their learning and collaboration In October, January and February.





### **School Performance Reports Driving District and School Improvement**



School Improvement Teams met on September 17 from 4 to 6 pm to review data, school performance reports (SPR), conduct a needs assessment, set goals and begin writing school action plans. Specific goals are set based on SPR results. Elementary schools can write goals on one or more of the following areas: growth, equity and achievement. Secondary schools can write goals on growth, equity, achievement, English language proficiency, extended graduation rates, four-year graduation rates, post-secondary readiness and ninth grade credits earned. Alternative high schools also look at high school credential, college and career readiness, ninth, tenth and eleventh grade credits learned, school climate and engagement. The plans are reviewed and feedback provided by peer teams and district office. The plans will be submitted to Superintendent McGovern and the board of trustees for approval at the October board meeting. The 2019-2020 school and district improvement plans are due to WDE on or before November 1. To see school improvement plans [please click here](#). Based on data and school needs, the 2019-2020 district improvement goals are centered around achievement, growth and safety. The district will provide continued support to teachers via providing a guaranteed curriculum, common assessments, resources, instructional leaders, professional development (PLC, academies, science, ELA etc..) and PBIS/student advocacy support. The safety goal will continue to be a priority of the district. To see the district improvement plan, [please click here](#).

### **Student Performance: How is Sweetwater County School District #1 Performing?**

Sweetwater #1 WY-TOPP results indicate that students in 3rd grade ELA and Math scored higher than the state average as well as 4th grade students in ELA, Math and Science. The 8th grade students performed higher than the state in ELA and Science. Also, 9th grade math students performed higher than the state in Math. English Language Learners performed higher than the state average in 3rd, 4th, 5th, 6th and 9th grade in ELA. In math, EL learners were higher than the state average in 4th, 6th and 9th grade. Special education students performed higher than the state in ELA in grades 3<sup>rd</sup>, 4<sup>th</sup>, and 8<sup>th</sup>. In math, students with an IEP performed higher than the state in 3rd, 8th and 10th grades. IEP students also performed higher than the state in science. To see individual building WY-TOPP scores, [please click here](#).

ACT scores are staying steady. Farson-Eden School performed higher than the state in English, Reading and Science. EL and students with an IEP score significantly lower on the ACT. In response to the stagnant ACT scores, Farson-Eden School is hosting and GEAR UP Wyoming is sponsoring an ACT Training which will provide foundational understanding for Math, Science, English and Reading components as well as training staff to interpret and use ACT data. To see ACT data, [please click here](#).

### **Accountability: School Performance Reports**

An accountability system provides information about the quality of education received by students to help determine which schools are doing well and which schools are in need of assistance. All schools are rated and sent a School Performance Reports (SPRs) which can be Exceeding Expectations (blue), Meeting Expectations (green), Partially Meeting Expectations (yellow) and Not Meeting Expectations (Orange). This year we had two school exceed expectations, and seven schools meet expectations.

Also, we had four school partially meeting and 4 not meeting expectations. To view the School Performance Reports, [please click here](#).

### **K-2 Interim Assessment Information**

The purpose of the WY-TOPP K-2 Interim Assessments is providing a snapshot of where students are in their understanding of standards and provides longitudinal trend data to determine if students are on track for reading proficiency by the end of the third grade. Remember not to solely use the interim assessments to make decisions about students. Use additional classroom data and professional teacher judgment.

[Please click here for frequently asked questions](#) and additional information on the assessment.

### **Google Drive: Assessments**

The CIA office has been creating shared google drives for teacher resources. Within the google drives are the Curriculum Expectations, WY-TOPP Blueprints, Intervention Handbooks and District Common Assessments. Download and use the District Common Assessments from these google shared folders as they are the most current. In addition, the Reading Intervention Handbook has been updated and added to each folder.

For further assistance on the google shared folders you can contact Tammy Macy at [macyt@sw1.k12.wy.us](mailto:macyt@sw1.k12.wy.us).



### **Young Author Competition**

The annual Young Author Competition will begin soon! Emails will be sent to staff at the beginning of October. The district Young Author webpage will be updated with entry forms and information soon.

Contact Tammy Macy with any questions [macyt@sw1.k12.wy.us](mailto:macyt@sw1.k12.wy.us) or 352-3400 ext. 1259.

[Please click here for the link.](#)





### Typing Agent

Clever is a program that keeps learning applications and student rosters synced in real-time and gives students and teachers an easy-to-use, personalized, one-login experience. Any changes made in PowerSchool in teachers/students, many of our programs are updated automatically, overnight. Typing Agent is one of these programs. Typing Agent automatically syncs with students in grades 3 through 8, every night. For students to access Typing Agent, go to [sweetwater1.org](http://sweetwater1.org), scroll down to Quick Links and click on Student links and scroll down and click on the Typing Agent icon. Then they can log in using their google account credentials.

Please support student keyboarding skills by encouraging them to work on their skills anytime they have free time. They have access 24-7, 365 days of the year.

### District Common Assessment Validation Survey Links

The Math Subject Area Committee (SAC), English Language Arts (ELA) SAC, and Fine and Performing Arts SAC teams need your input in providing feedback on the Math, ELA, and Fine and Performing Arts district common assessments that are being implemented this year. The SAC teams will meet in the Spring to review validation surveys and make revisions as necessary.

Access the validation surveys to submit your input. [Please click here for link](#)

### Curriculum Map Validation Survey Links

The Math Subject Area Committee (SAC), English Language Arts (ELA) SAC, and Science SAC teams need your input in providing feedback on the Math, ELA, and Science curriculum maps that are being implemented this year. The SAC teams will meet in the Spring to review validation surveys and make revisions as necessary.

Access the validation surveys to submit your input. [Please click here for link](#)

### Teacher Leaders

Improving schools is complex and challenging; it cannot be done without strong leadership. The Sweetwater County School District Curriculum, Instruction and Assessment Department is pleased to continue 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 inclusion of Science, Technology, Engineering and Math (STEM) and Computer Science for the 2019–2020 school year. These expectations include:

- *Modeling a collaborative culture of collective responsibility for our students' learning to include working closely with District Department Chairs and content teachers*
- *Engaged participation in on-going STEM and Computer Science trainings*
- *Development of quality lesson design aligned to STEM and Computer Science*
- *Facilitation of professional development trainings geared toward STEM and Computer Science*

The following teachers have been selected as Instructional Teacher Leaders for 2019-2020 academic year: **Crystal Richardson, Michelle Fillpot, Barbara Twomey, Michael Alton, Jill Blazovich.**

# Teacher of the Year



## David Galindo 2020 Teacher of the Year

David Galindo has not wavered from the career path he selected at the age of seven. Because of amazing educators, he encountered during his school days, he was inspired to also become an educator. After graduating from the University of Wyoming with a Bachelor of Arts degree in Elementary Education, life led him to Sweetwater County School District #1 in Rock Springs, Wyoming. David is celebrating his sixth-year teaching mathematics and science at the sixth-grade level at Eastside Elementary.

He credits his fellow staff members for providing paragons of excellence and dedication. He has encountered such diverse learners who have challenged him and motivated his own learning. His students kindle daily in him the desire to be a better teacher.

David has been presented with leadership opportunities and positions at Eastside Elementary and at the district level. He considers every experience to be a door leading to certain growth influencing him professionally and enhancing the education his students receive. Currently, he is the District Math Department Chair. He has relished in guiding other passionate individuals into developing and honing their craft as educators. One of David's greatest passions besides teaching is coaching swimming for Rock Springs High School. There is no greater feeling than seeing the fine athletes he coaches set, meet, and surpass their goals. Twenty years ago, he was a student loving to learn in an environment where he felt safe. Today, he is providing that environment to young people and growing successful learners and

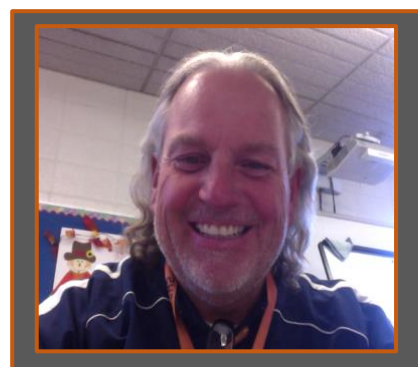
## John Cundall Teach of the Year 2019

John started his teaching career in several towns in the Panhandle of Nebraska. He taught math and computer classes to junior high and high school students in Hemingford, Rushville and Gering, Nebraska. While teaching, John also coached varsity football, varsity volleyball, assistant varsity boys' basketball, assistant varsity track, and junior high football, boys' basketball and track.

John also taught math and business in several Wyoming school districts including Kemmerer, Gillette, Greybull while coaching varsity football, assistant boys' basketball and junior high track. John moved to Rock Springs High School in 2011 to teach business classes in the health academy. John taught dual and concurrent enrollment classes for Western Wyoming Community College. John was named director of the new Fire, Law, Leadership Academy (FLLA) in 2014, and continues to teach business classes, as well as facilitating guest speakers, live demonstrations and field trips with the cooperation of many law enforcement, first responder and community agencies.

John continued his involvement with high school sports after leaving coaching by becoming a state football, basketball and track and field official. He was named Girls Track State Official of The Year in 2014 and the State Football Official of The Year in 2016. John has been an official in a state championship football game three times since 2013.

In addition to teaching and sports officiating, John has been the Executive Director of the Wyoming Shrine Bowl All-Star Football Game since 2012 raising over \$130,000 for the Shrine Hospital system. John was named the National Football Foundation - Hall of Fame outstanding contributor to amateur football in 2017.





# Teacher of the Year

## Brian Redmond Teach of the Year 2018

Brian Redmond is in his seventh year as director of bands at Rock Springs High School and fifteenth year teaching overall, having taught music at every grade level from kindergarten to college. Under his direction, the band program at RSHS has nearly doubled in size while maintaining a high standard of excellence, having earned six consecutive superior ratings at the SBHD Music Festival, and four consecutive superior ratings at the WHSAA State Marching Festival.

In addition to his duties as Director of Bands, Mr. Redmond serves as the district performing arts department chair, and has served as Band Vice-President for the Wyoming Music Educators Association. He has also been a staff member with the Wyoming Ambassadors of Music, touring and performing in Europe with students in 2015, 2017, and 2019. In his spare time, Mr. Redmond enjoys spending time traveling with his family and running, hoping to complete a full marathon in the summer of 2020.



## Terry McCrann Teacher of the Year 2017



Terry McCrann earned degrees of Bachelor of Science and College Education from the University of Wyoming graduating in 1985. He began his teaching career right after college starting at Rock Spring Junior High school in 1985-1997 teaching 7<sup>th</sup>-9<sup>th</sup> grade Science.

He then moved onto Rock Springs High School in 1997- to present teaching 10<sup>th</sup>-12<sup>th</sup> grade General Biology, A.P. Biology, Anatomy and Physiology. During his teaching career he has also been coaching since 1985 in Football and Track.

## Shari Kumer Teacher of the Year 2016



Shari Kumer is an art teacher at Black Butte High School. She received her Bachelor of Science in Art at the University of Wyoming in 1988, and has been teaching art since 1999. She teaches general art and computer graphic design, but her first 12 years she also taught Drawing I, II & III; Painting I & II; and Computer Art at the junior high.

Ms. Kumer has also taught many art workshops through BOCES and the Community Fine Arts Center. She's a member of the Wyoming Secondary Art Educators (WSAE) and has served as President, Vice-president, Secretary, and Scholarship Committee Chair of that organization. In 2018, Ms. Kumer was awarded the WSAE Secondary Art teacher of the year and was selected by the Wyoming Art Teachers Association to represent Wyoming as the state Art Teacher of the Year at the National Art Educators Association (NAEA) convention in Seattle, Washington.

One of her favorite things about teaching art is that there is always something new to learn. Learning a new technique or experimenting with a new medium or subject matter means that the creative process is always fresh and exciting. But the best thing is when students catch that same creative spark and decide that art is a passion worth pursuing.



# October 2019

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
	1 Title I PLC Group 3:45pm-5pm PDC Room	2	3 PLC Cohort 1 Year 2 At WWCC	4 PLC Cohort 1 Year 2 At WWCC
7 CVE-SAC 7am-10:30am PDC Room  Science 6 <sup>th</sup> -12 <sup>th</sup> 8am-4pm Board Room	8 Science 4 <sup>th</sup> & 5 <sup>th</sup> 8am-4pm Board Room  District Dept Chairs 4pm-6pm PDC Room	9 Teacher Leaders 4pm-5:30pm PDC Room	10	11 EL Division Meeting 8:30am-10am Title I Room
14 Board Meeting 6pm Board Room	15 Title I PD 8am-4pm PDC Room	16	17 WDE and Consolidated Grant Meeting 1pm-4pm Board Room	18 End of First Quarter PD/Grade Prep  Title I Meeting 8am-11:30am Board Room  Title III Meeting 8am-11:30am PDC Room
21	22	23 EL PD 8am-4-pm PDC Room	24	25
28	29	30	31 HAPPY HALLOWEEN	