



**September  
2015**

***In this Issue...***

**2)** PE/Health & Math Curriculum Maps, 2015 Summer Academies Summary

**3)** Instructional Facilitators Coaching Model

**4)** Placement of students via AMP, Opportunity to Submit Instructional Resources

**5-8)** Spotlight School

**9)** WY leading world in NAEP, New reports from WDE

**10-11)** PAWS/ACT results

**12)** Assessment Calendar Highlights

**13)** Sept & Oct PD Calendars

# Sweetwater County School District #1

## Curriculum, Instruction and Assessment Newsletter



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

Improving schools is complex and challenging; it cannot be done without strong leadership. The Sweetwater County School District Curriculum, Instruction and Assessment Department is supporting professional development trainings by having Instructional Teacher Leaders, District Department Chairs and Instructional Coaches facilitate instructional planning sessions. Our approach is to build capacity and rely on expertise within the district, transitioning from pockets of excellence to a district of excellence.



The instructional leaders will focus on supporting the instructional model expectations for the 2015 – 2016 school year.

These expectations include:

- *Development of a collaborative culture of collective responsibility for our students' learning*
- *Roll out of the curriculum maps for Math and PE/Health content areas and alignment to the Wyoming Content and Performance Standards*
- *Development of quality lesson design and purposeful planning*

### 2015-2016 Professional Development Days

Quality instructional planning is this year's focus for all professional development days. Professional development dates for the school year are:

August 28, 2015-----8:00am-12:00pm  
October 23, 2015-----8:00am-4:00pm  
November 6, 2015---8:00am-11:30am  
January 22, 2016-----8:00am-11:30am  
April 1, 2016-----8:00am-11:30am

*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.*



PE/Health SAC



PE/Health SAC

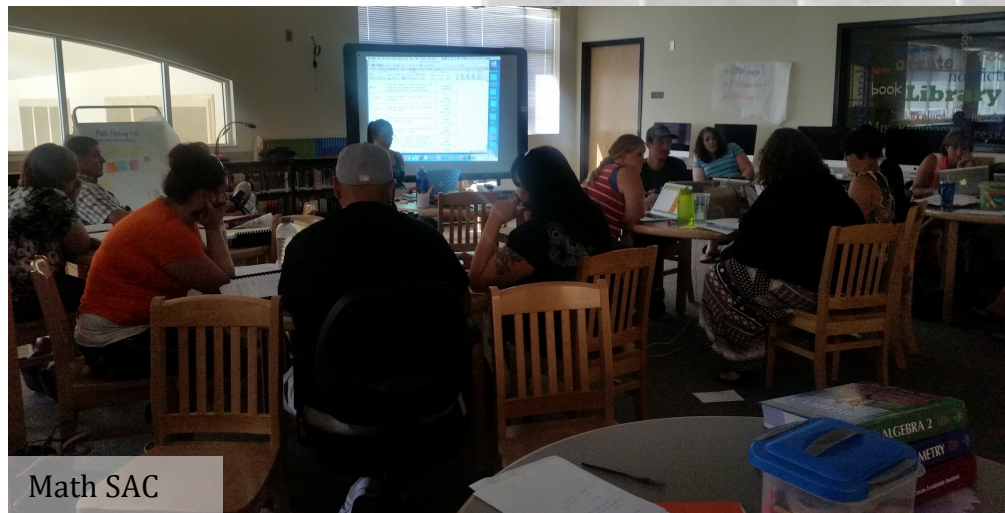
### PE/Health & Math Subject Area Committees

As part of the ongoing curriculum mapping process, staff representatives for Health/PE and Math met this summer to complete the SCSD#1 Curriculum Maps. Copies of the curriculum maps are available at these links:

[PE/Health](#)

[Math](#)

Please see your building or grade level [SAC committee member](#) if you have questions.



Math SAC

### 2015 Summer Academies

Summer academies offered by SCSD#1 were successful in furthering employees' education on a variety of subjects. Some of the academies offered were Add + Vantage Math, Student Advocacy, PBIS, AMP, Write Tools, school improvement planning, kindergarten roundups, SAC meetings, CFA review/revisions, Technology Ed camp, ELL Kagan, Chart Sense, Standards-Based Grading, and Cross-Curricular training. Thanks to the commitment of the dedicated SCSD#1 staff members, the 2015-2016 school year will start off with many teachers being a step ahead with new skills and knowledge in many areas.



### Instructional Facilitators Coaching Model

SCSD#1 Instructional Facilitators institute a coaching model based largely on the work of Dr. Jim Knight, believing in the partnership approach where teachers and coaches work together following the seven partnership principles:

- Equality
- Choice
- Voice
- Reflection
- Dialogue
- Praxis
- Reciprocity

Focusing on content planning, instruction, formative assessment, and community building has the greatest impact on student achievement.

*"If a student is in one of the most effective classrooms, he/she will learn in 6 months what those in an average classroom will take a year to learn. And if a student is in one of the least effective classrooms in that school, the same amount of learning takes 2 years."*

*Deborah Loewenberg Ball, Dean of Education  
University of Michigan 2014*

#### **Facilitator School Locations**

**Facilitator Liaison**—Marlene Kramer

**Black Butte High School**—Josue Palacios

**Desert School**—Casey Walker

**Desert View**—Christine Scully

**Eastside**—Barb Twomey

**Farson**—Terri Hueckstaedt, Levi Stephens

**Lincoln**—Louise Ryckman

**Northpark**—Darlene Baker

**Overland**—Terri Hueckstaedt

**Pilot Butte**—Shae Lynch

**Rock Springs High School**—Josue Palacios,  
Levi Stephens, Darin Anderson

**Rock Springs Junior High**—Meghan Mullin

**Sage**—Marlene Kramer

**Stagecoach**—Michelle Davies

**Walnut**—Casey Walker

**Westridge**—Sherry Ewing

For more information and data on SCSD#1 Instructional Facilitators coaching philosophy and goals see the [Instructional Facilitators webpage](#).

### Placement of students in Intervention through the Achievement Monitoring Process (AMP)

Students who completed the 2014-2015 school year with SCSD#1 were placed in interventions, if identified, with the current Reading Placement Decisions in the spring last year. AMP chairs and administrators met in May 2015 to discuss and place students in interventions.

Any change of placement or new placement of a student in an intervention must go through the AMP process at the school and meet the criteria of the Reading Placement Decisions and the Exit/Change Criteria. More information and training will be provided on this process to all staff during the course of this school year. The Curriculum, Instruction and Assessment office will meet with AMP chairs on a quarterly basis to track students in interventions.

### Exit Criteria and Placement Pathways

Interventions should begin September 1<sup>st</sup>. All data collection materials will reflect this start date. Questions regarding the placement or exit process should be directed to the AMP chair at your school.

### Opportunity to Submit Instructional Resources

Achieve is continuing to accept submissions for the EQUiP Call to Action. Educators can submit high-quality units aligned to the Common Core State Standards (CCSS). Achieve launched this effort with Student Achievement Partners to strengthen resources to meet teachers' needs to implement the CCSS. Through Achieve's Educators Evaluating the Quality of Instructional Products (EQUiP) Initiative, submitted units will be evaluated for quality and alignment to the specified standards by a panel of peer reviewers representing more than 1,000 years of teaching expertise.

Developers of units submitted through this process and identified as Exemplars by the EQUiP quality review process will receive an award of \$1,500 as well as wide dissemination and recognition of their efforts. All Exemplar units will be made freely available for download to educators across the country.

The submission process is open to everyone. Interested individuals, teams or organizations must register and submit materials online at: <http://lessons.achieve.org/>. The deadline for submitting units is October 1, 2015. Full details about the submission process are available at the website listed above.





*Summer School*

*K-5<sup>th</sup> Summer School*

At the kindergarten through fifth grade level, summer school concentrated on three classes: reading, math and a class that combined the two into real life applications. Students had fun being worm investigators, building and racing Hot Rod Hamster cars, and applying their math and language arts skills to building airplanes.



Students were fed breakfast to start the day, had a recess and received lunch. Some students and teachers opted to eat out of doors and enjoy the nice weather.



*Information & pictures provided by Kris Cundall Elementary Summer School Administrator*



### Wamsutter/Farson Summer School

Enrichment instruction strategies were developed beginning with professional development. Within the professional development, staff received training in cross-curricular instruction. This professional development offered strategies for using multiple research-based practices and modalities to enhance teaching. These activities offered students the opportunity to root their learning in other experiences and connect the concepts to future goals and career choices. Summer school offered instruction that was more hands on with elements of direct instruction incorporated. Students engaged in a field trip to visit different types of employment and the connection to education. The summer school staff worked with local libraries in Wamsutter and Farson to offer engaging activities and have students make connections to the libraries' summer programs.

### Rock Springs Junior High 6<sup>th</sup>-8<sup>th</sup> Grade Summer School



The Language Arts, Science, and Social Studies departments provided instruction through a variety of activities involving the use of integrated technology and hands-on learning. The creation of an imagined narrative presented through a film, visiting locations with significant historical backgrounds in correlation to central ideas covered in class, reading a historical novel, and participating in a drama based on a true character from the novel were some of the enrichment activities given to students.



Sixth grade students were included in this year's enrollments to enhance the transition experience from Elementary to Junior High academic and social expectations.

Sixth grade students were immersed in the concept of "Part to Whole" using fractions and percentage as these skill sets relate to much broader mathematical applications. A field trip to a local off-road recreational vehicle dealership provided the students with a concrete opportunity to consider the impact of initial cost, financing, sales tax, and other related expenses.



Seventh grade math students engaged in activities including the calculation of cost factors related to credit purchasing and implications of interest concepts. Students calculated the cost factors directly related to planning field trips. Deductive reasoning was used to solve problems presented in an auditory mode, a strategy used to develop precise listening skills.

Eighth grade math students engaged in a somewhat more elaborate "Water-Rocket

Project" requiring a simulated budget, model design, prototype refinement based on observed flight characteristics, and a final launch experience with observation of functional flight and assessment of design considerations. Students evaluated the processes of bringing a vision to functional completion.

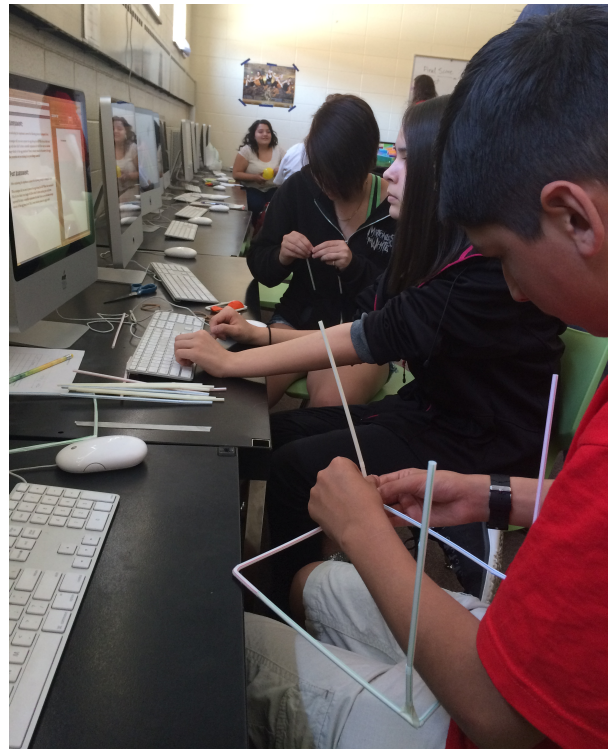


*Information and pictures provided by Tina Johnson, Summer School Administrator*



Rock Springs High School Summer School

The RSHS summer school program underwent a significant change with the implementation of a team teaching model at the ninth and tenth grade levels. Rather than spending an entire three-hour session at a computer, students participated in 90 minutes of PLATO (computer-based instruction) and 90 minutes of project-based learning in a team-taught classroom (math/science partnerships and language arts/social studies partnerships). Because of this new dual approach to credit recovery, teachers were able to group students into two cohorts based on their ability levels, which led to more targeted instruction.



Student feedback indicated that the lightened PLATO load with the increased focus on hands-on learning experiences was appreciated, and the end-of-session data proved that 73% of all registered courses were recaptured.



Thank you to the amazing team of 28 teachers who were willing to think outside of the box in the name of our students.



Information and pictures provide by Colby Lynch, RSHS Summer School Administrator



### Black Butte High School Summer School

Black Butte High's approach to instruction (remediation) was to utilize the Florida Virtual School for content. BBHS teachers graded assessments and ultimately awarded the credit. The Florida Virtual School platform allows students to work at their own pace, test out of modules by showing proficiency, and work outside of the summer school setting in order to

complete courses. Teachers could supplement instruction and assessments when necessary.

Teachers received adequate training prior to using the Florida Virtual School program. Students had a much higher completion rate and success rate using the Florida Virtual



School content and being in our building compared to last year when students used the PLATO credit recovery system.

In order to encourage attendance, on-task behaviors and work completion, Black Butte High School students earned candy bars, soda, popcorn, and pizza, which were donated by Wal-Mart, Trona Valley and Dominoes. Students also earned the opportunity to listen to online music using their ear buds. Every week, the school celebrated Silly Days such as Hat Day, Superhero and Face Painting.



order to help serve the lunch meal or scrub kitchen appliances.

Students also volunteered at the Young at Heart Center by participating in a horse racing betting game with the attendees of the center.

The highlight of summer school enrichments, students volunteered at the Soup Kitchen in



Information and pictures provided by Lollie Lobar, Black Butte High School Summer School Administrator



### Wyoming Students Lead the Region, Nation and World in NAEP/TIMMS Scores

According to results from a recent study conducted by Dr. Julian Vasquez Heilig, professor of education leadership and policy studies at California Sacramento State University, students in Wyoming are leading the western states in NAEP/TIMMS Science scores and ranking sixth in the world. Wyoming also ranked eighth in the world in NAEP/TIMMS Math scores and is first in the western states.

This information was released throughout the state this month. The article attributes Wyoming's success to the investment in small class sizes.

This information comes in a timely manner during current recalibration, hopefully keeping funding in place for smaller class sizes.

[Read the full article released by WEA.](#)

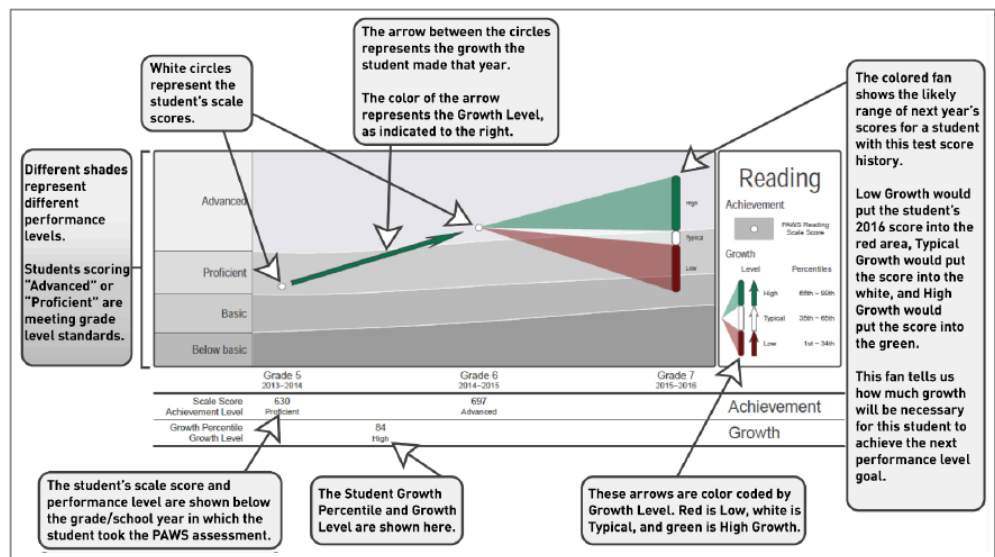
### Standards-Based Report Card Revisions

SCSD#1 elementary student report cards went through the revision process last year. Information regarding changes will be updated on My Big Campus Teacher groups and the Curriculum, Instruction and Assessment website soon.

### New Reports Available from Wyoming Department of Education

Student Growth Percentile Reports are now available from WDE for districts to provide information to teachers, students and parents.

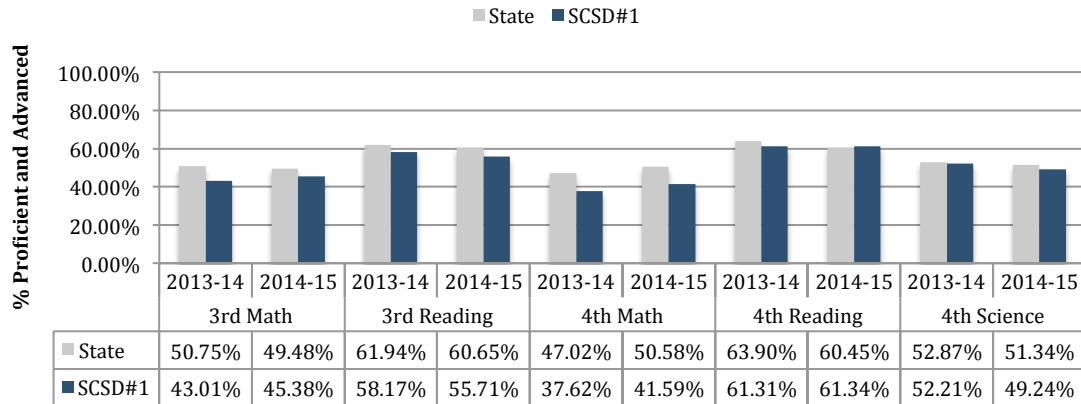
Deb Lindsey from WDE stated, *"The other important release is our first-ever growth reports for individual students in grades 3 - 8 (we plan to provide high school growth reports in the next month). These new "fan" reports show a student's growth on PAWS over time and show the projected growth into the 2015-2016 school year. These new reports are available in .pdf format and are available in the Wyoming Transcript Center. We have also created an interpretive guide for the student growth reports that can be printed and used with parents to help explain the new reports."*



[A guide to assist in the interpretation of these reports is available for download.](#)

These reports are available at all schools. Please contact the school or Curriculum, Instruction and Assessment office with any questions.

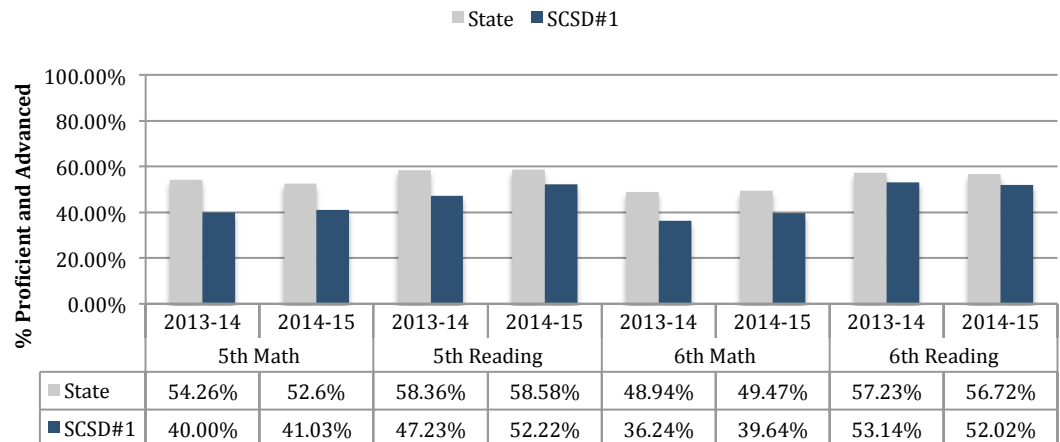
### Sweetwater County School District #1 3rd-4th Grade PAWS 2013-14 and 2014-15



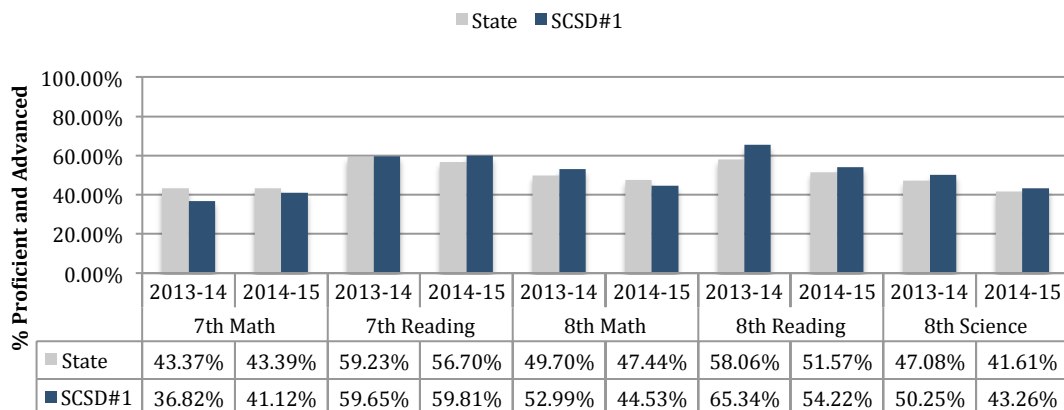
Third and fourth grade math along with fourth grade reading both made growth from the previous year in PAWS.

Fifth grade math and reading along with sixth grade math made growth from the previous year in PAWS.

### Sweetwater County School District #1 5th-6th Grade PAWS 2013-14 and 2014-15



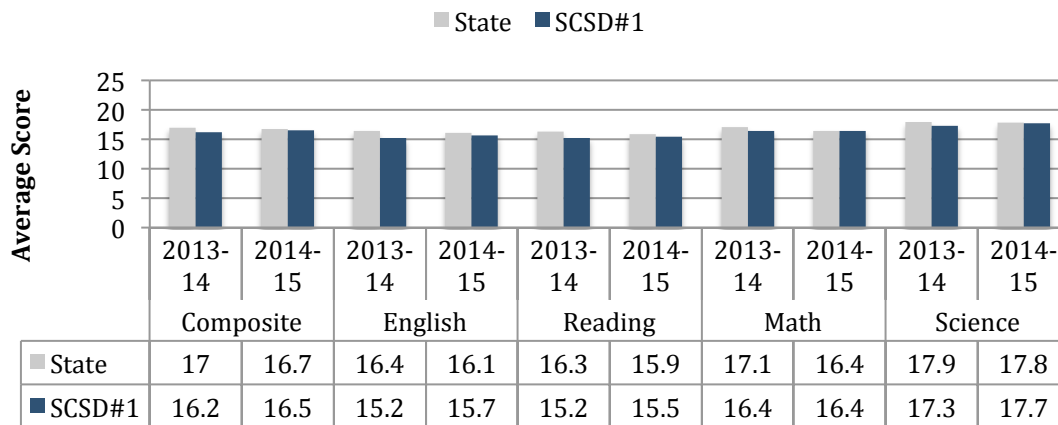
### Sweetwater County School District #1 7th-8th Grade PAWS 2013-14 and 2014-15



Seventh grade math and reading made growth from the previous year in PAWS.



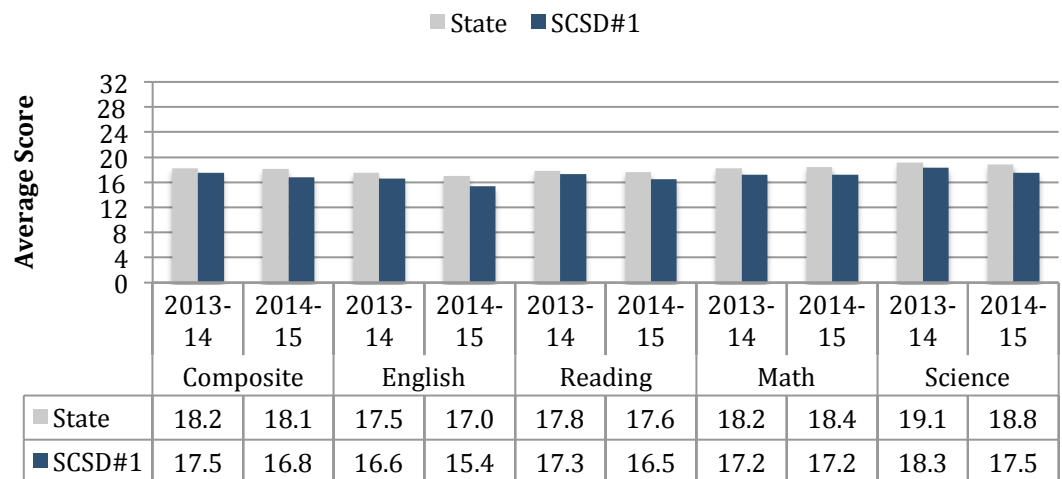
### Sweetwater County School District #1 9th Grade EXPLORE 2013-14 and 2014-15



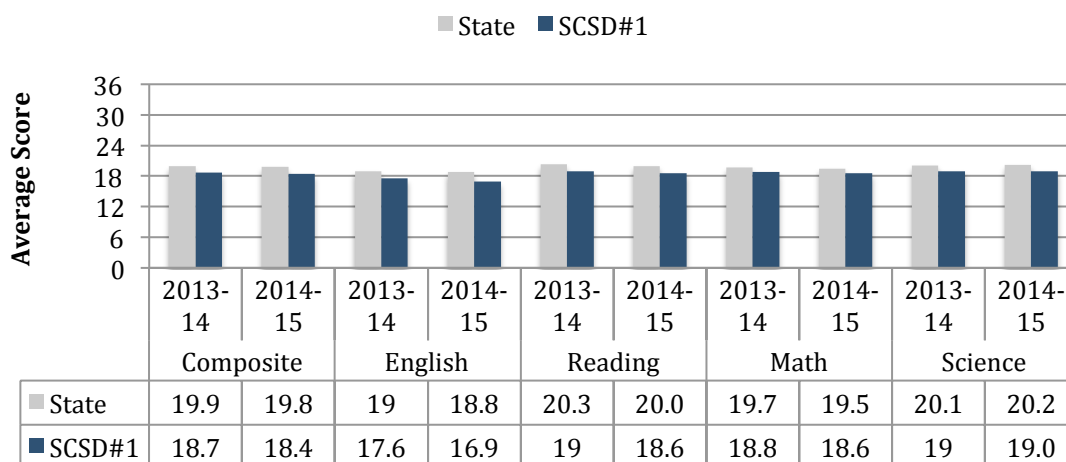
Ninth grade students made growth from the previous year in all areas of the EXPLORE except math. This subject had the same average score as the previous year.

Tenth grade students had the same average score in the math PLAN as the previous year.

### Sweetwater County School District #1 10th Grade PLAN 2013-14 & 2014-15



### Sweetwater County School District #1 11th Grade ACT 2013-14 and 2014-15



Eleventh grade students had the same average score in science as the previous year.

## 2015-2016 SCSD#1 Assessment Calendar Highlights

### Universal Screening

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) will be administered during the fall, winter and spring to all students in kindergarten through third grade. Students will be assessed only in reading. **Students in grades 4-6 will no longer be tested unless identified by specific criteria outlined in the district's assessment plan.**

Fall testing will begin September 28<sup>th</sup> and be completed by October 8<sup>th</sup>. Tammy Macy will be working with schools to schedule their testing day.

### NWEA MAP Testing

NWEA Measures of Academic Progress (MAP) testing occurs for all students in kindergarten through ninth grade during fall and spring. **No winter testing will be administered.** Fall MAP testing will begin October 12<sup>th</sup> and end November 20<sup>th</sup> this year. Kindergarten through ninth grade students are assessed in reading and math as required by the Early Literacy Plan and Bridges grant reports.

### Optional COMPASS Testing

COMPASS is an optional computer-adaptive college placement assessment. Students are to be given the opportunity to take this assessment at least one time during their senior year. The fall COMPASS testing window is October 5-23. The spring window is April 11 through May 3.

DRAFT		2015-2016 Sweetwater County School District #1 Assessment Calendar							DRAFT
Assessment	September	October	November	December	January	February	March	April	May
Universal Screening Grades K-3	Begin: Sept. 28	End: Oct. 8			Begin: Jan. 18 End: Jan. 29				Begin: May 2 End: May 13
MAP Testing Grades K-9		Begin: Oct. 12	End: Nov. 20					Begin: April 18	End: May 18
PAWS Testing Grades 3-8							Begin: March 7 End: March 25		
Wy-ALT						Begin: Feb. 29	End: March 25		
ASPIRE Grade 9 and Grade 10								Begin: April 11	End: May 3
ACT Plus Writing Grade 11								Initial: April 19	Make---up: May 3
ACT COMPASS (Optional) Grade 12		Begin: Oct. 5 End: Oct. 23						Begin: April 11	End: May 3
WorkKeys Grade 11-12								Begin: April 19	End: May 3
NCLB Tech Asmt. Grades 8									Begin: May 2 End: May 27
ACCESS for ELLS Grades K-12					Begin: Jan 19		End: March 4		
WIDA W---APT Placement Test Grades K-12	New ELL students who don't have an ACCESS for ELLS score.								

## September 2015

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
	1	2	3	4	5	6
Labor Day 7	8 Direct Reading Instruction Training for New Teachers K-1 PDC 8-4 AMP Chairs Board Room 8-11:30	9 Direct Reading Instruction Training for New Teachers 2-5 PDC 8-4	10 Direct Reading Instruction Training for New Teachers Data Collection PDC 8-11:30 OR 12:30-4	11 Direct Reading Instruction Training for New Teachers Novel Studies PDC 8-4	12	13
14	15	16 Foundations Training K & 3 <sup>rd</sup> Grade PDC 8-4 Title One Room 8-4	17 Foundations Training 2 <sup>nd</sup> Grade PDC 8-4	18 Foundations Training 1 <sup>st</sup> Grade PDC 8-4	19	20
21	22	23 Community Curriculum Council Board Room 8-4	24	25	26	27
28 Universal Screening Starts K-3	29	30				

## October 2015

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
			1	2	3	4
5	6	7	8 Parent Teacher Conferences (PM)  Universal Screening Ends	9 Parent Teacher Conferences (AM)	10	11
12 MAP Testing Begins  Curriculum Community Council Board Room 8-4	13 Instructional Facilitators, Instructional Teacher Leaders, District Department Chairs Board Room 8-4	14	15	16	17	18
19	20	21	22	23 Professional Development Day	24	25
26	27	28	29	30	31	