



**December
2015**

In this Issue...

2) Dreambox Training,
Upcoming Testing dates, Young Author Info

3-4) Spotlight on Student Advocacy

5-7) Fall Testing Results

8) Dec & Jan Calendars

Sweetwater County School District #1

Curriculum, Instruction and Assessment Newsletter

AdvancED Improvement Priorities Update

In the fall of the 2014-2015 school year, Sweetwater County School District #1 hosted an AdvancED external visit. The AdvancED team left the district with the following improvement priority:

"Establish a systemic process, guided by the purpose and direction of the district, that will ensure horizontal and vertical alignment of curriculum, assessment, and instruction. This process should also inform support by resources, professional development, and evaluation systems that will frequently monitor implementation of all processes system-wide."

Since that time, SCSD#1 has worked diligently to address this improvement request, due to AdvancED by December 2016.

The district, using the vision and mission statements to guide and focus all actions, put new processes into place.

- Aligning curriculum, instruction and assessment using the [CLI process](#) ensuring alignment to Wyoming State Standards as well as K-12 vertical and horizontal (grade/content) alignment. Using this model, the district will systematically map all content areas, validate curriculum, adopt resources and design common and formative assessments. Each area will systematically be revisited and revised every five years.
- Professional development, facilitated by teacher leaders, focuses solely on developing quality lesson plans using the [Instructional Planning Resource](#) (IPR). Professional Learning Communities (PLCs) collaborate and revise plans based on formative assessment data. IPR exemplars are also provided and shared district wide. Principals monitor this process via classroom observations, PLC participation, and IPR collection and review as well as data analysis of student results.



Surveys are also administered to all professional development participants and results are analyzed and plans adjusted accordingly. Additional information is available on the [Curriculum System](#) webpage.

Dreambox Training

Training for Dreambox elementary and middle school math software will take place Tuesday, December 8th from 4pm-6pm in the PDC room. Please contact your building administrator for registration. Space is limited.

Dreambox is a computer program for students that can be used for enrichment or intervention. The program provides personalized instruction for all students, including ELLs, by adapting to the individual learner and integrating assessment and instruction.

Students gain conceptual understanding and real world, problem-solving abilities with interactive, standards-aligned, online math tools in English and Spanish. Dreambox ensures concepts are understood before moving to a new lesson by continually capturing gaps in student understanding and then filling them.

The unique adaptive learning platform generates the data needed to help students meet their full potential through the actionable reports available from Dreambox.

Upcoming Testing Dates

Universal Screening will take place January 18th-29th. Students in grades K-3 will be assessed in the DIBELS measures. This data benchmarks student achievement and supports [early literacy plans](#) and reports.

ACCESS testing for English Language Learners will begin January 19th and end March 4th. All identified first through twelfth grade students will take this year's ACCESS test on the computers. This is a change from the past where students were tested in small groups or individually by a trained tester. A trained tester will still administer the test to kindergarten students as well as students qualifying for the ALT-ACCESS. As well, first through third grade students will take the writing portion of the ACCESS test with paper and pencil.

Wy-ALT will be administered to identified students in grade 3-11 starting February 29th. This testing window will close March 25th. Any student taking the Wy-ALT has been identified through the Special Education department and will be given the test through that department as well.

All district/state assessment dates are listed on the [2015-2016 SCSD#1 Assessment Calendar](#).

For information regarding all district and state assessments take a look at the [SCSD#1 Assessment Placemat](#).

Young Authors

Young Authors is open to all students in grades Kindergarten through 12th grade. Fiction, non-fiction and poetry entries will be accepted. **The deadline for entries is February 12, 2016.** Judging at both the district and county level will be based upon the 6+1TM Trait writing model. For guidelines, entry forms, rubrics and more information visit the Curriculum, Instruction and Assessment [Young Authors webpage](#).

2015-2016 Professional Development Days

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

January 22, 2016-----8:00am-11:30am
April 1, 2016-----8:00am-11:30am

In the Spotlight...

Student Advocacy

During the AdvancED accreditation process, schools identified student advocacy as an area in need of improvement. While there is not one specific district-wide advocacy program, each school has their own formalized plan. Some of those programs are spotlighted below.

Sage Elementary held a school-wide

assembly to kick off their student advocacy program providing support for all Sage students through what Principal Searle terms “purposeful chaos.” In September, grade level PLCs developed a list of students who are at risk, shy and/or have



attendance concerns and placed them with the next year's grade level teachers to begin building relationships. The rest of the students were placed into

groups at random. The advocacy groups of about 10 students, meet the first Day 4 of each month to participate in Kagan team/class builders, Bear challenge course, read aloud (fun books), fun craft project, or creating a group project, book, or skit.



Walnut Elementary started their student advocacy

program, Nutty Buddies, at the beginning of the 2014-2015 school year. Each student is assigned to a group led by a Walnut adult advocate. The Nutty Buddy group remains the same each year with only students new to the school changing the groups. In monthly thirty-minute



meetings students participate in an activity designed around a theme and getting to know one another. “Big” students assist “Little” students during the activities. November's activity found students making Christmas cards for soldiers. Nutty Buddies helps students get to know other adults in the building besides their classroom teacher as well as make friends outside of their grade level.



Farson-Eden Secondary Schools is continuing their student advocacy program from last year. Each teacher works with a group of five to seven students. The groups meet the 2nd, 3rd, and 4th Mondays of the month for 30 minutes during which students participate in a short teacher-led lesson. Learning targets of the lessons are tied directly to the advocacy program's mission statement encouraging students to be proud, productive, positive, responsible, respectful, and safe.

Students check their grades on PowerSchool then, enter them into an Excel spreadsheet to graph their grades. Students also enter any of their missing assignments into the spreadsheet. Teachers monitor their student's grades and missing assignments during the week. Based on this grade check, students are given opportunities for interventions or enrichments through out the week and/or on Fridays.



Westridge Elementary advocacy program is designed to enhance interaction among students across grade levels and bring them together as a community of learners strengthening each student's academic and social potential. Each team has a symbol to represent their community.

These symbols are placed on all items created by the advocacy teams. So far, activities include an initial meeting allowing students to become acquainted with their advocacy team facilitated with Kagan structures, decorated pumpkins displayed in Westridge "pumpkin patch," discussion of sacrifices made by soldiers and composition of letters to be distributed to soldiers at Christmas (older students helped younger students with this activity). In December teams will create unique ornaments and decorate the Westridge "community" tree after which students will take their ornaments home at the break.



Pilot Butte Elementary hosts their student advocacy program meetings once a month.

During Wildcat Champions Unite (WCU), teams focus on topics to prepare Pilot Butte scholars beyond elementary school and develop the whole child. This structure provides a long-term interaction with individual scholars, allowing them to build strong relationships over time with other scholars and adults. Wildcat Champions Unite allows school

employees to gain insight into and serve as an advocate for each scholar regarding learning skills, thinking skills, and life skills. Pilot Butte's advocacy group helps ensure the scholars have more than one adult advocate within the school.



SCSD#1 Instructional Model**Why**

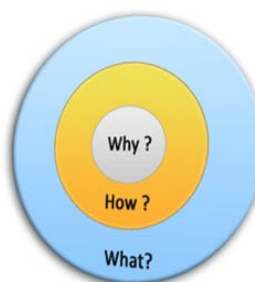
- We believe our teachers need additional planning time to implement more rigorous standards,
- We believe our teachers need time to plan differentiated approaches to learning for students with gaps or for students needing enrichment,
- We believe our teachers need time to locate and implement supplemental resources that will support the shifts in academic expectations
- We believe our teachers need more time to incorporate connections between the curriculum, assessment and instruction
- We believe our teachers need additional time to analyze data to make informed instructional decisions

How

- By utilizing qualified staff within the district to support this work and lead professional development
- By providing dedicated time during our professional development days for staff to work in grade level, departments and PLC groupings
- By providing a resource called an Instructional Planning Resource to guide this work

What

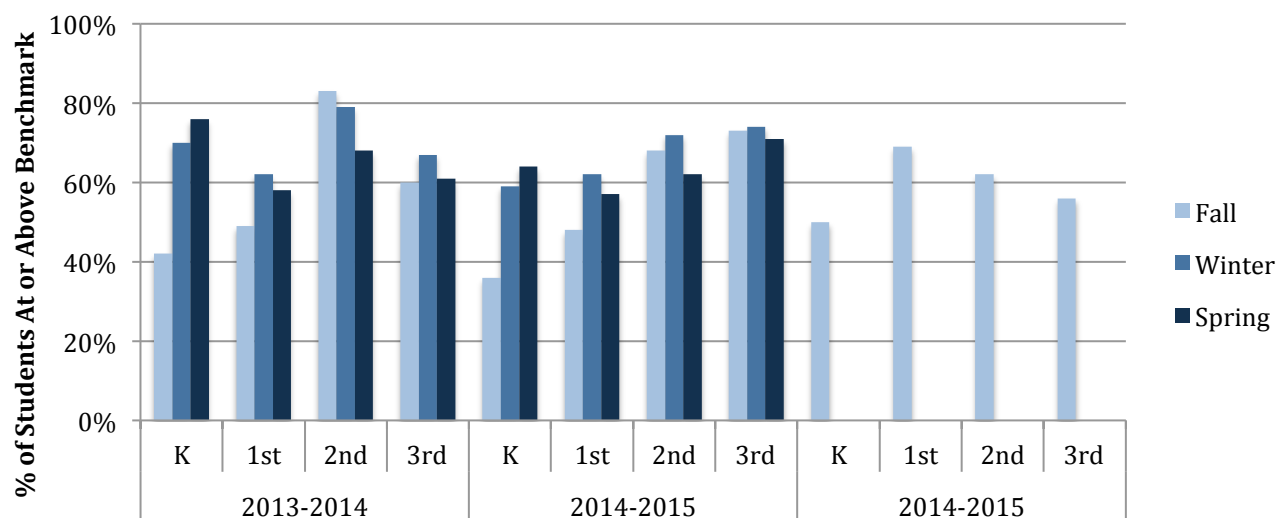
- The result will be increased student achievement
- The result will be increased teacher efficacy
- The result will be consistency in quality instruction across classrooms

**Why = The Purpose***What is your cause? What do you believe?***How = The Process***Specific actions taken to realize the Why.***What = The Result***What do you do? The result of Why. Proof.***What = The Results**

What results are evident after implementing the Instructional Model?

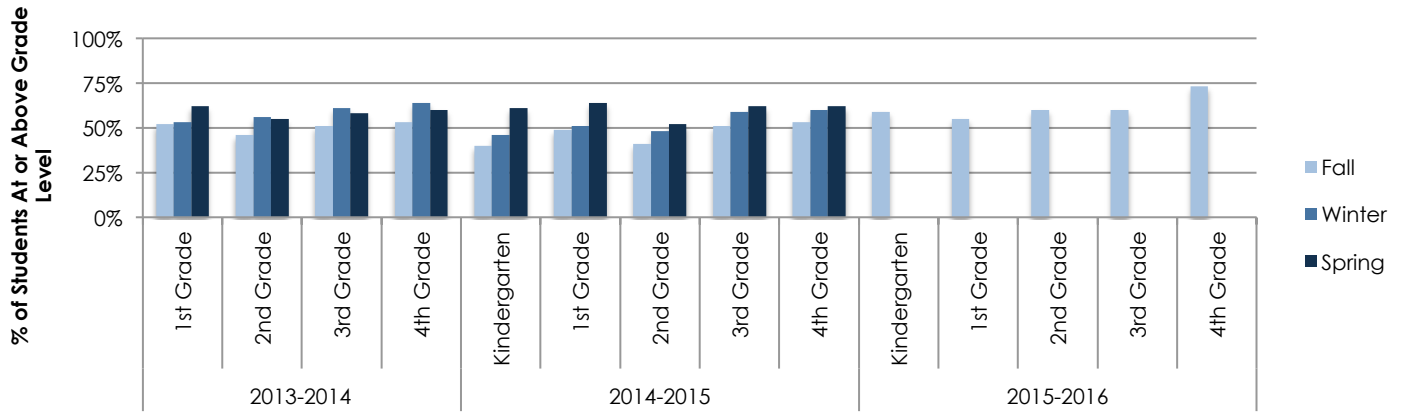
An increase in student achievement is evident.

**SCSD#1 Kindergarten-3rd Grade DIBELS
2013-2016**



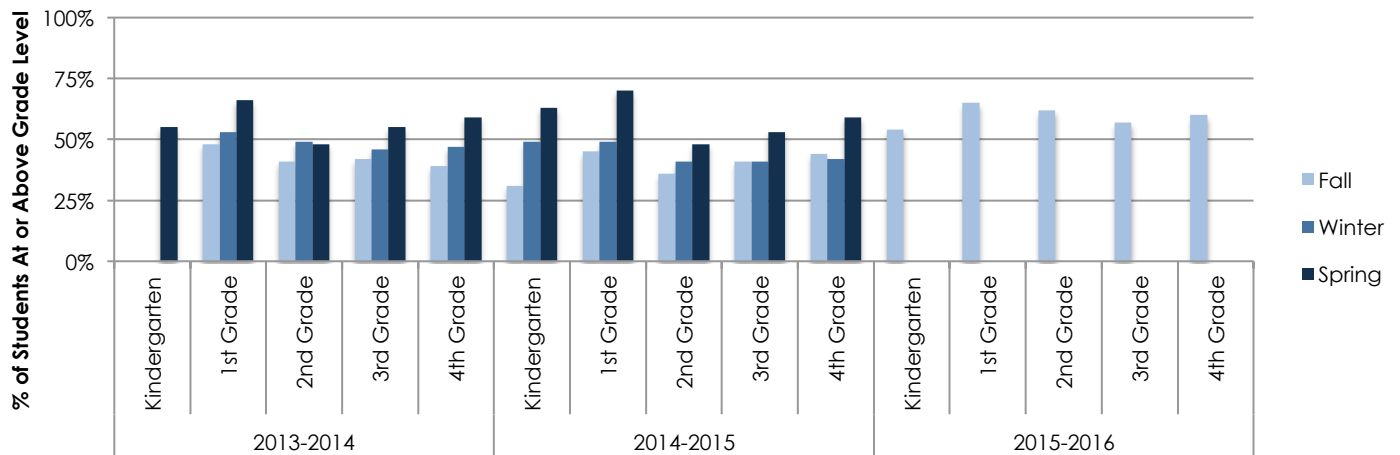
Kindergarten and first grade both have more students At or Above Benchmark this fall in DIBELS composite scores than in the previous two years.

SCSD#1 Kindergarten-4th Grade Reading MAP 2013 through 2016



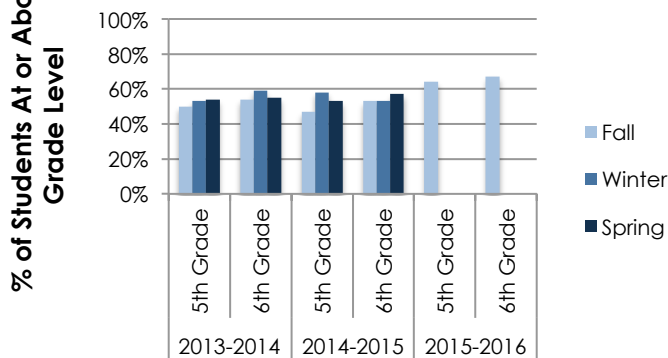
Grade levels K-4 all have more students At or Above Grade Level in fall MAP Reading than the fall of the previous two years. Fourth grade had a significantly higher percentage with 75% of students At or Above Grade Level.

SCSD#1 Kindergarten-4th Grade Math MAP 2013 through 2016



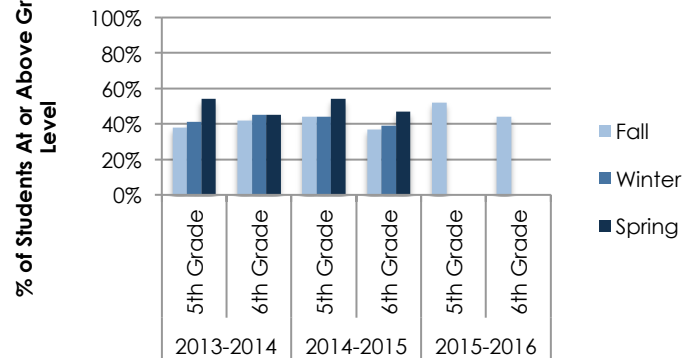
Grade levels K-4 all have more students At or Above Grade Level in fall MAP Math than the fall of the previous two years.

SCSD#1 5th-6th Grade Reading MAP 2013 through 2016



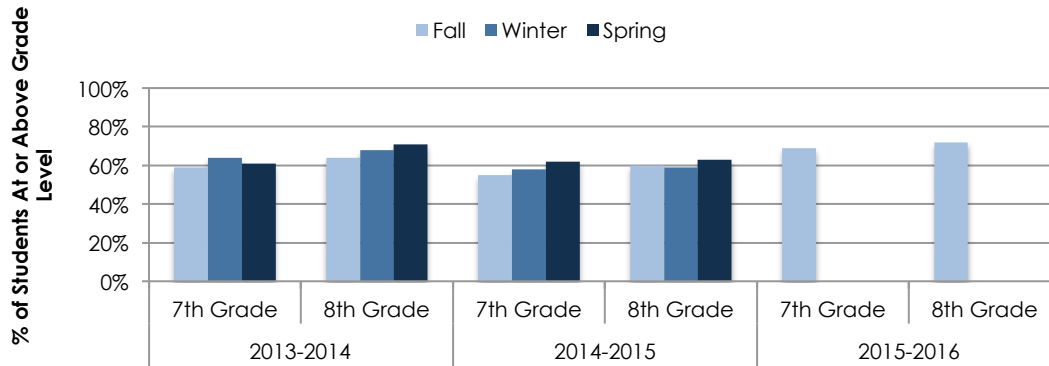
Both 5th and 6th grade have more students At or Above Grade Level in fall MAP reading than the previous two years.

SCSD#1 5th-6th Grade Math MAP 2013 through 2016



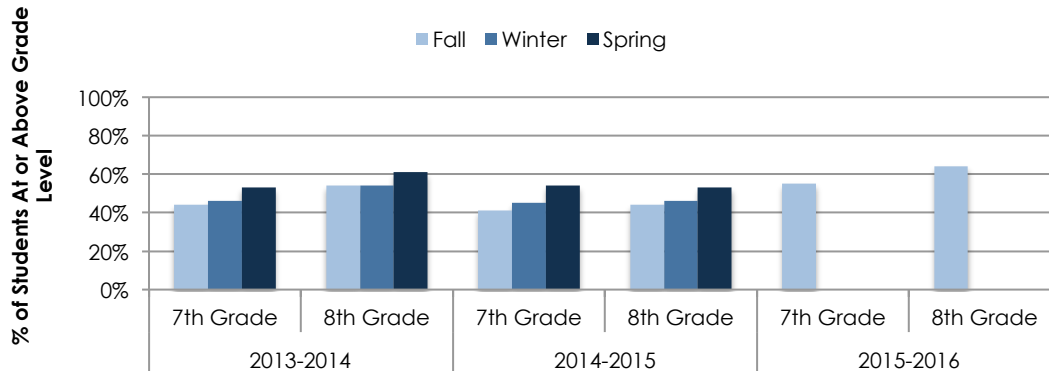
Both 5th and 6th grade have more students At or Above Grade Level in fall MAP math than the fall of the previous two years.

SCSD#1 7th-8th Grade Reading MAP 2013 through 2016



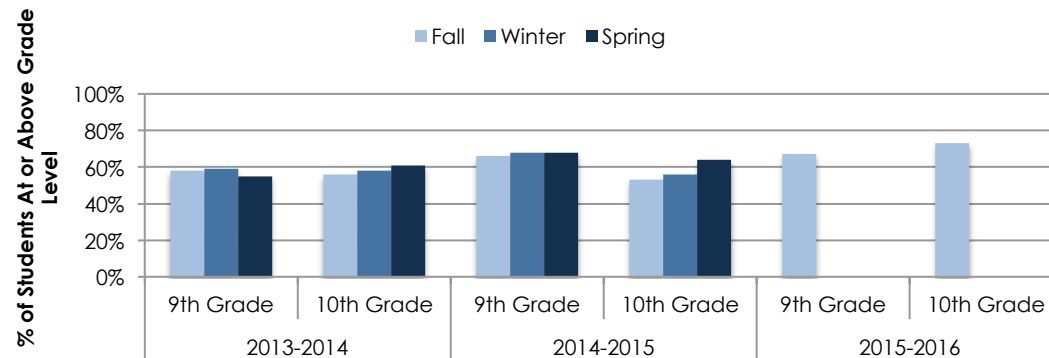
Both 7th and 8th Grade percentage of students At or Above Grade Level for MAP Reading are higher than the previous spring percentages.

SCSD#1 7th-8th Grade Math MAP 2013 through 2016



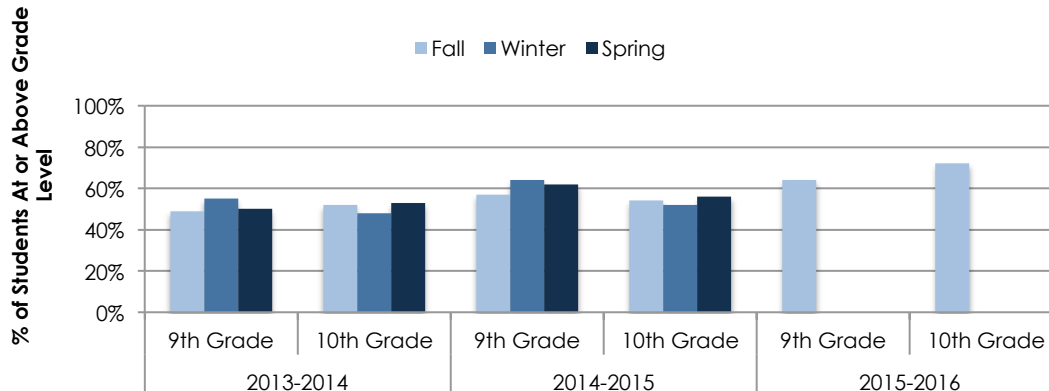
Both 7th and 8th Grade percentage of students At or Above Grade Level for MAP Math are higher than the previous spring percentages.

SCSD#1 9th-10th Grade Reading MAP 2013 through 2016



Both 9th and 10th Grade percentage of students At or Above Grade Level are higher this fall than in the previous two years of MAP Reading testing.

SCSD#1 9th-10th Grade Math MAP 2013 through 2016



Both 9th and 10th Grade percentage of students At or Above Grade Level are higher this fall than in the previous two years of MAP Math testing.

December 2015

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
	1 AMP Training Board Room 8am-4pm	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21 Christmas Vacation	22 Christmas Vacation	23 Christmas Vacation	24 Christmas Vacation	25 Christmas Vacation	26	27
28 Christmas Vacation	29 Christmas Vacation	30 Christmas Vacation	31 Christmas Vacation			

January 2016

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
				1 Christmas Vacation	2	3
4	5 ELA Subject Area Committee Board Room 8-4	6	7	8 Universal Screening Begins	9	10
11	12	13	14	15	16	17
18 Community Curriculum Council Board Room 8:00-4:00	19 Health/PE Subject Area Committee Board Room 8-11:30 Math Subject Area Committee Board Room 12:30-4	20 Informational Technologies/Foreign Language Subject Area Committee Board Room 8-4	21	22 End of 2 nd Quarter/ Semester Professional Development (AM) Grade Prep (PM)	23	24
25	26	27	28	29 Universal Screening Ends	30	31