



**January  
2016**

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# Sweetwater County School District #1

## Curriculum, Instruction and Assessment Newsletter

### New Subject Area Committees

As our district continues to work toward the systematic alignment of curriculum, instruction and assessment, new Subject Area Committees (SAC) will be convened. The purpose of a Subject Area Committee is to align, write and review content curriculum K-12 for subject areas. This process ensures that teachers and district personnel have a voice in the content covered in courses taught at Sweetwater County School District #1. This process also aligns with the review of standards at the state level.

The content areas of English Language Arts, Library Media and Foreign Language will initially meet in January. Representatives from each content area were selected based on specific criteria and will be a liaison with district staff. The following district staff have been selected to support each content area:



### **ELA SAC members are:**

<u>Name</u>	<u>Grade</u>	<u>Location</u>
Michelle Recker	Kindergarten	Northpark
Nanette McCurdy	First	Walnut
Deanah Fullmer	First	Stagecoach
Erin Saner	Second	Desert View
Cheryl Notman	Second	Sage
Sysser Duncan	Third	Sage
Rae Lynn Froton	Third	Desert View
Brittney Andrews	Fourth	Northpark
Kelli King	Fourth	Overland
Kelly Druce	Fourth	Overland
Shari Moran	Fifth	Eastside
Andrea Tate	Fifth	Pilot Butte
Nicole Giesenhagen	Sixth	Eastside
Michael Moore	Sixth	Pilot Butte
Karen Zahn-Anderson	Sixth/Seventh	Farson-Eden
Darcie Punches	Seventh/Eighth	RSJH
Kelly Wagner	Seventh/Eighth	RSJH
Stacey Kautzman	Seventh/Eighth	RSJH
Janelle Parton	Ninth-Twelfth	BBHS
Lisa Biegler	Ninth-Twelfth	RSHS
Anna Crawford	Ninth-Twelfth	RSHS
Marlene Kramer	Inst. Coach	Sage
Michelle Davies	Inst. Coach	Stagecoach

### **Foreign Language SAC members are:**

Aaron Huff  
Jeff Atkinson  
Kristen Gasaway  
Mary Shuck

### **Library Media SAC members are:**

Sandy Garber  
Laura Gunderson  
Patricia Wooldridge  
Angie Spann  
Candy Bedard

### State Superintendent Jillian Balow Statement on the Every Student Succeeds Act (ESSA)

"This legislation gives states the flexibility and authority necessary to be more responsive to the needs of their schools and districts. Thanks to ESSA we now have an unprecedented opportunity to increase opportunities for all students while maintaining high accountability.

"Wyoming's decision not to obtain a No Child Left Behind waiver has positioned us well for the transition into ESSA. Thank you to our legislature and education leaders for their diligence in creating Wyoming's innovative state education accountability framework. We look forward to continuing this great work for Wyoming's kids."



ESSA reauthorizes the Elementary and Secondary Education Act and replaces No Child Left Behind. Below see a few frequently asked questions from the [FAQ Accountability document released](#) by the Wyoming Department of Education in December of 2015. Click to see the full [press release from Superintendent Balow](#).

#### ***What is the Every Student Succeeds Act (ESSA)?***

◆ The ESSA is a reauthorization of the Elementary and Secondary Education Act, the principle federal law affecting K-12 education. It replaces No Child Left Behind.

#### ***How will Wyoming get information about student performance?***

- ◆ ESSA still requires annual testing and reporting in reading and math in grades 3-8 and once in grades 10-12, as well as in science once in grade spans 3-5, 6-9, and 10-12.
- ◆ Wyoming will still require a 95% participation rate on statewide assessments per the WAEA. ESSA does not include provisions for opting out of statewide assessments.

#### ***Does it affect standards?***

◆ ESSA restricts the federal government's ability to influence standards. Wyoming will continue to set content and performance standards using the standards review process mandated in state law.

#### *Young Authors*

Don't forget...***the deadline for Young Authors entries is February 12, 2016.*** The competition is open to all students in grades Kindergarten through 12<sup>th</sup> grade. Fiction, non-fiction and poetry entries will be accepted. For guidelines, entry forms, rubrics and more information visit the Curriculum, Instruction and Assessment Young Authors webpage.



#### *School Improvement Plans Submitted*

For the first time, schools were required to file a Comprehensive School Improvement Plan within 90 days after AYP was determined. This meant plans needed to be submitted by December 7<sup>th</sup>. This year plans were required to be available on the school or district website. Plans were submitted via an online form containing the URL where the plans were available. Currently SCSD#1's school, district improvement plans along with the district's early literacy plan are available on the [Improvement Plans](#) webpage.

SCSD#1 Instructional Model**Why**

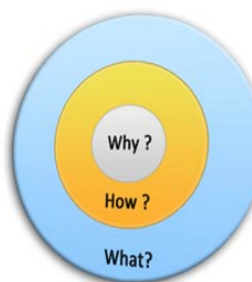
- We believe our teachers need additional planning time to implement more rigorous standards,
- We believe our teachers need time to plan differentiated approaches to learning for students with gaps or for students needing enrichment,
- We believe our teachers need time to locate and implement supplemental 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 teacher efficacy***

**2015-2016  
Professional Development Survey Summary**

Program/Question	Number of Respondents	Question 1		Question 2		Question 3		Question 4		Question 5	
		The training/activity met its targets		The training/activity was well-planned and delivered.		As a result of the training/activity my knowledge increased.		The training/activity provided one or more strategies that I can apply in my position.		The instructional planning time is beneficial.	
		Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree
8/28/15	183	93.99%	6.01%	91.80%	8.20%	85.25%	14.25%	87.43%	12.57%		
10/23/15	296	93.24%	6.76%	92.57%	7.43%	88.18%	11.82%	88.18%	11.82%		
11/6/15	268	97.76%	2.24%	96.64%	3.36%	85.82%	14.18%	89.55%	10.45%	85.82%	14.18%
<b>Totals (Averages)</b>		95.00%	5.00%	93.67%	6.33%	86.42%	13.42%	88.39%	11.61%	85.82%	14.18%

Footnote: Strongly Agree &amp; Agree = Agree

Strongly Disagree &amp; Disagree = Disagree

Most teachers agree that trainings met the targets, were well planned and delivered. Many teachers feel their knowledge increased from the trainings and gained strategies to use in their subject area. Almost all of the areas surveyed increased throughout the year.

***2015-2016 Professional Development Days***

Quality instructional planning is this year's focus for all professional development days.

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

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



## District Assessment System

### AdvancED Connection

Alignment of assessments to standards is the focus of Wyoming legislation. AdvancED accreditation requires additional evidence under Indicators 3.2 and 5.1. Specifically, [Indicator 3.2](#) requires districts to provide evidence of routinely using data from local assessments to “*monitor and adjust curriculum, instruction and assessment to ensure vertical and horizontal alignment.*” Districts rated as Effective “*use data from multiple assessments of student learning and an examination of professional practice.*” [Indicator 5.1](#) addresses consistency within districts and across classrooms along with “*reliable and bias-free assessments.*” Further, Indicator 5.1 creates the expectation that school systems regularly evaluate their local assessment system in the context of “*improving instruction, student learning, and the conditions that support learning.*”

### Purpose of the District Assessment System

The purpose of the K-12 District Assessment System (DAS) is to ensure equity of opportunity for students by demonstrating alignment of district assessments to the Wyoming Content and Performance Standards in all nine content areas. The DAS should be designed and implemented so that inferences pertaining to equity of educational opportunity are supported by the assessment system.

### Components of a District Assessment System

#### 1. State-required assessments, including currently mandated interim assessments:

These are specific assessments that the state requires districts/schools to administer. These assessments are typically used for school and program accountability and/or evaluation. Examples include PAWS, ACT, and MAP.

#### 2. District assessments:

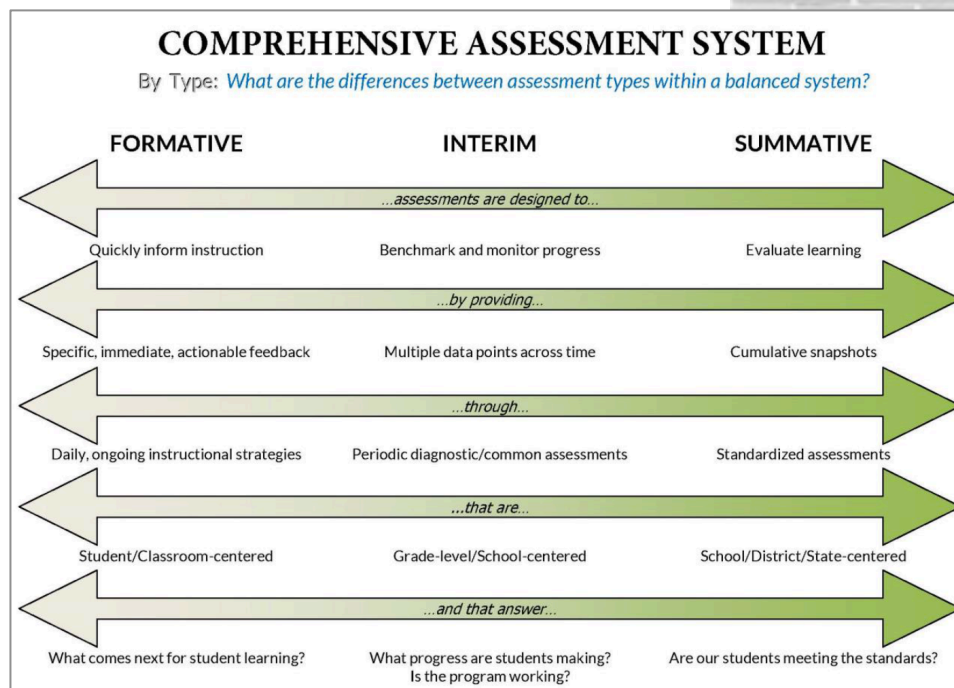
These are specific assessments that a district requires schools to administer. Examples include common assessments, final exams or end of unit exams.

#### 3. School assessments:

These are assessments that a school requires. Examples include grade or content specific common end-of-course, final exam or end of unit exam.

#### 4. Classroom assessments:

These are assessments that classroom teachers select and choose to administer. Examples include pre-tests, end of chapter tests, performance assessments, etc.





### New Student MAP Testing for Winter Term

Beginning Jan 4, 2016-March 17, 2016, the NWEA MAP window will be accessible for NEW students only. It is not a requirement to MAP test students new to the district, but students can be tested. Please consider the following information BEFORE testing:

- Does the student have MAP data from a previous school or district?
- Would the survey test (condensed format without strand information) provide the data needed? The Survey is shorter and will give an overall RIT score, but not Goal Area RIT Ranges.
- Is the data utilized for placement decisions, instructional decisions, flexible grouping?
- Do we have other forms of data that could support instructional decisions instead of MAP results?
- Can we wait until the Spring window (April 18-May 18) for assessment information?

If the decision is YES to assess, please have your data paraprofessional submit the proper information (Legal first and last name of the student, wiser ID, date of birth, ethnicity, gender, grade level, school name, teacher name) via the help desk ticket process. Because SCSD#1 does not currently have an active window in NWEA, winter reports will not be available. Please make sure to print or write down student scores at the end of the test when they appear on the student's computer screen.

**No MAP testing will be available after March 17th until the Spring MAP testing window opening on April 18th.**

Further questions should be directed to Debbie Varras [varrasd@sw1.k12.wy.us](mailto:varrasd@sw1.k12.wy.us) or Jessica Peppard [peppardj@sw1.k12.wy.us](mailto:peppardj@sw1.k12.wy.us)

### Accessing NWEA MAP Reports Outside the Testing Window

Currently NWEA is in the winter testing term. However, winter MAP testing is not being administered in SCSD#1. This means it will take an extra step to access fall MAP reports.

No matter which report is being accessed, the NWEA system will default to the current testing session. **Testing Term** must be changed back to **Fall 2015-2016** using the drop down menu at the top of the page after choosing a report to view. (See the screen shot below.)

For more help accessing NWEA MAP reports contact Debbie Varras [varrasd@sw1.k12.wy.us](mailto:varrasd@sw1.k12.wy.us) or Jessica Peppard [peppardj@sw1.k12.wy.us](mailto:peppardj@sw1.k12.wy.us)

### DIBELS Pathways to Progress Reports

#### **DIBELS Pathways of Progress are:**

- Based on student progress percentiles
- Designed to be used with DIBELS Next® to assist educators in:
  - Setting an ambitious, meaningful, attainable goal and an aim line for individual, grade-level progress monitoring
  - Evaluating rates of progress for individual students
- Based on student rates of reading progress relative to other students with similar initial skills.
- Providing a normative reference for professionals to consider when establishing a goal and aim line for an individual student
- Intended to be one of several frames of reference that should be considered when establishing a goal

#### **Considerations for the Rates of Progress for Establishing Individual Student Goals**

##### *Rate of progress necessary to*

- Achieve important benchmark goals.
- Increase odds of achieving subsequent goals.
- Narrow the achievement gap with students making adequate progress.

##### *Rate of progress that is*

- Possible with a very effective, research-based intervention.
- Typical or expected relative to other students with similar initial skills.

#### **Statistical Considerations**

Nonlinearity of the relationship between the composite score and the outcome measure.

Homoscedasticity between groups of students separated by their beginning-of-year scores.

Change in variance from the lower-end to the upper-end of the scoring range of the composite score.

### January 2016 Universal Screening Schedule

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
Desert/Farson	Overland	Sage	Walnut	No School		
25	26	27	28	29		
Westridge	Stagecoach	Desert View	Lincoln	Northpark		

#### Upcoming Testing Dates

**Universal Screening** for K-3 students takes place January 18<sup>th</sup>-29<sup>th</sup>.

**ACCESS testing** for all K-12 ELL students begins January 19<sup>th</sup> and ends March 4<sup>th</sup>.

**Wy-ALT** will be administered to identified students in 3<sup>rd</sup> through 11<sup>th</sup> grades February 29<sup>th</sup> through March 25<sup>th</sup>.

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](#).

*In the Spotlight...**Holiday Events & Service Projects*

All of the schools in the district, along with the CAB, celebrated the holiday season in December. Most schools held parties and concerts, but they also helped families and community members with donations of food and gifts.

Concerts and programs were held at schools throughout the district. Black Butte High School held a Christmas themed talent show. Desert, Farson-Eden and Desert View all put on Christmas programs. Rock Springs High School held jazz band (in conjunction with RSJH jazz band), concert band and choir concerts. Rock Springs Junior High, Pilot Butte and Eastside also held band and choir concerts. Sage, Overland, Walnut and Westridge all held choir concerts as well.

Most schools donated food, gifts and toys. Stagecoach, Rock

Springs Junior High, Farson-Eden and Overland collected non-perishables for the Rock Springs Food Bank. Lincoln and Pilot Butte held a food drive for the Catholic Church soup kitchen while Northpark and Eastside collected canned goods for the American Legion. Schools also supported the Rock Spring Humane Society with Northpark collecting various items to donate and Walnut raising money with Pennies for Pooches and making dog biscuits. Rock Springs Junior High also held a coat drive for the community. Eastside held a toy drive for Head Start.

Some schools supported the military by collecting care packages (Desert View) and making Christmas cards (RSHS and Eastside) for military personnel and soldiers.

*Overland Bobcat**Stagecoach students making decorations*

Sage, RSJH, RSHS (Renaissance, Health and Energy Academies), Farson-Eden, Pilot Butte and Westridge donated turkeys, hams and full holiday meals to families of students. Farson-Eden delivered cookies to senior citizens in their community and Sage PTO invited Deer Trail Assisted Living residents to Sage's choir concert and sponsored a giving tree for residents. The Central Administration Building has sponsored the Rock Springs Youth Home for over 20 years. CAB employees donated money and shopped for and wrapped presents for youth in residence at the crisis center. RSHS Health Academy juniors participated in a Pay It Forward project in which

they purchased at least one pair of gloves and gifted them to a non-family member explaining the idea of paying it forward and encouraged recipients to do the same. RSHS Energy Resource Academy adopted a 10-year old girl from the Boys and Girls Club via the tree of sharing. Students donated gifts clothing, toys and gift cards.

Stagecoach also decked the halls, wrote letters to Santa, made Christmas ornaments and reindeer food, decorated cookies, listened to Christmas stories and played Christmas games. Walnut held a Christmas sing-along and had the Penguin Patch Holiday Shoppe where students could buy gifts for family members for 25 cents up to \$12. Desert View hosted Buffalo Bill's Cowboy Christmas. Westridge students participated in a Polar Express activity and a sing-along. Eastside students went ice-skating at the Rec Center.

*Stagecoach students making holiday projects*



## 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 <sup>nd</sup> Quarter/ Semester Professional Development (AM)  Grade Prep (PM)	23	24
25	26	27	28	29 Universal Screening Ends	30	31

## February 2016

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1	2	3	4	5	6	7
8	9	10	11 Parent Teacher Conferences (PM)	12 Parent Teacher Conferences (AM)	13	14
15 President's Day No School	16	17	18	19	20	21
22	23 ELA Subject Area Committee Board Room 8-4	24 ELA Subject Area Committee Board Room 8-4	25 ELA Subject Area Committee Board Room 8-4	26 Community Curriculum Council Board Room 8-11:30	27	28
29						