



# Curriculum, Instruction, and Assessment

***In this issue:*** Professional Learning Communities, Annual Wyoming Post High School Planning Day, Social Studies Resource Adaption Update, SAC Update, ELA and Science Training, Teach Leaders, Highlights-Grants and Federal Programs, 21<sup>st</sup> Century Community Learning Center, WY-TOPP Results, and PBIS

## Professional Development Updates

### Professional Learning Communities

In alignment with the District Strategic Plan to nurture a positive learning climate and culture, all schools are attending training and implementing Professional Learning Communities (PLC) within the district. Three training sessions will be held throughout the academic year with the first occurring on September 10-11, 2018. During this time, academic directors and coordinators, administrators and teachers learned the components of the PLC process. The architects of the PLC process, Richard DuFour, Robert Eaker, and Rebecca DuFour designed the PLC process around three big ideas and four critical questions that placed learning, collaboration and results at the forefront of education. Sweetwater School District Number One is committed to the PLC process and sustains the three big ideas.

1. A focus on learning: teachers focus on learning as the fundamental purpose of the school rather than on teaching as the fundamental purpose.
2. A collaborative culture: Teachers work together in teams interdependently to achieve a common goal or goals for which members are mutually accountable.
3. A results orientation: Team members are constantly seeking evidence of the results they desire – high levels of student learning.

Session two of the training will occur on January 14-15 and Session three will occur on May 6-7, 2018. Each training will focus on four critical questions (DuFour et al., 2016)

1. What do we want all students to know and be able to do?
2. How will we know if students learn it?
3. How will we respond when some students do not learn?
4. How will we extend the learning for students who are already proficient?

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

## Annual Wyoming Post High School Planning Day



The Wyoming Admissions Officers put together the Annual Wyoming Post High School Planning Day at Rock Springs High School on September 17, 2018. The 32 participating institutions included two- and four-year representatives from in-state, out-of-state, public, private, and military organizations. Students were able to register beforehand in order to obtain a barcode. This barcode was then scanned by the organizations of students' choice and was able to provide our students with information sent directly to them from the college.

Around 200 juniors and seniors attended this event. Materials from the institutions were collected for those students unable to attend from Farson/Eden, Black Butte, and Rock Springs high schools.



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



The Social Studies Resource Adoption Committee met on September 5-7, 2018 to review a variety of instructional resources. Committee members comprised of teachers, special education staff, administrators, Community Curriculum Council members, Information Technology staff and Curriculum, Instruction and Assessment staff reviewed resources in alignment to the curriculum maps, enriching content, supplemental materials, assessments and ease of use. Members were able to narrow the selection to the following resources which will be available for teachers to be piloted during the month of October and November:

- The Social Studies Resource Adoption Committee will convene again in November to see presentations on the narrowed selections. Staff will have an opportunity to complete an online survey with recommendations of their choice. Final selections will be determined on November 27, 2018. More information will be provided when the Social Studies resources are in schools and a survey link will be provided for input.





### Counselors are Writing Curriculum Maps

During the 2018-2019 school year, district counselors are working in collaborative groups to identify the current practices and create instructional units that are covered in our K-12 Counseling program. Counselors identified what currently is being taught and then reviewed the American School Counselor Association Mindsets and Behaviors for Student Success: K-12 College- and Career Readiness for Every Student. The standards describe the knowledge, skills and attitudes students need to achieve academic success, college and career readiness and social/emotional development. The standards are based on a survey of research and best practices in student achievement from a wide array of educational standards and efforts.

After creating K-12 visual representations in the form of Wall Work, repetitions, omissions and areas in need of refining are identified within the work. Vertical and horizontal articulation are visited and revisited. Remaining “benchmarks and targets” that make the initial cut, are organized into units which become draft counseling curriculum maps. This work supports the implementation of the District Strategic Plan. Draft curriculum maps will be validated for a year and feedback will drive curriculum changes. For additional information please contact your school counselors.





## ELA and Science Training

### English Language Arts training for Early Literacy Teachers in Grades 2 and 3, Title I and Special Education

In order to support our teachers with implementing the ReadyGEN English Language Arts resources, we will continue to provide ongoing literacy training. Early literacy skills are paramount in ensuring our students have the skills to be successful by the completion of third grade. The goal of the training is to provide collaborative learning time focused on utilizing the curriculum map, gain a better understanding of the adopted resource and to support the use of data to make instructional decisions. The first training occurred on September 17 and 18, 2018. Continued training will occur on the following dates for teachers, Title I staff and special education teachers:

- Second Grade Teachers: October 15 2018, and January 21, February 19, April 9, 2019
- Third Grade Teachers: October 16, 2018 and January 22, February 20, April 10, 2019

### Science training for 6-8<sup>th</sup> grade Teachers and 9-12<sup>th</sup> grade Teachers

Professors from the University of Wyoming (UW) will be providing training for science teachers in understanding and implementing the Wyoming Content and Performance Standards. The two UW professors providing the trainings for science teachers are: Ana Houseal, Associate Professor within the School of Teacher Education and Martha Inouye, Assistant Research Scientist in the Science and Math Teaching Center.

The training dates are listed below for 6<sup>th</sup>-8<sup>th</sup> grade teachers:

- October 2<sup>nd</sup>, 2018 8:00am – 4:00pm – CAB Boardroom
- December 4<sup>th</sup>, 2018 8:00am – 4:00pm - Western Wyoming Community College- Room 1309
- February 5<sup>th</sup>, 2019 8:00am – 4:00pm – CAB Boardroom
- March 5<sup>th</sup>, 2019 8:00am – 4:00pm – CAB Boardroom

The training dates are listed below are for 9-12<sup>th</sup> grade teachers:

- October 3<sup>rd</sup>, 2018 8:00am – 4:00pm – CAB Boardroom
- December 5<sup>th</sup>, 2018 8:00am – 4:00pm - Western Wyoming Community College- Room 1309
- February 6<sup>th</sup>, 2019 8:00am – 4:00pm – CAB Boardroom

## 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 announce the Instructional Teacher Leadership Opportunity, designed to challenge and support instructional leaders across our district to develop their leadership skills and instructional strategies. The following staff have been selected to serve as Teacher Leaders: Rhonda Gamble, Deborah Jensen, Brad Cox, Christine Pettibone, Katie Nash, Nathan Wonnacott, Joann Stevens, Erin Worthington, Joanna Hostetter, Crystal Richardson, and Barbara Twomey.

The Instructional Teacher Leadership Opportunity will focus on supporting the instructional model expectations for the 2018 – 2019 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
- Development of curriculum resources and lesson plans in alignment to SCSD#1 curriculum map's
- Development of quality lesson design based on evidence based instructional strategies
- Facilitation of professional development trainings





## Highlights-Grants and Federal Programs

### Supporting all Learners:

Thank you for all that you do to support all learners in our District. All teachers are language teachers. This month's newsletter should provide some additional resources to add to your tool kit as you effectively support English Learners (EL's) in your classroom.

### ACCESS 2.0:

Assessing Comprehension and Communication in English State-to-State for English Language Learners, ACCESS, is the assessment used to determine English proficiency. English learners in Kindergarten through 12<sup>th</sup> grade demonstrate their growth and progress toward English proficiency on the ACCESS test. All students who are identified as limited English proficient participate in the ACCESS test. This includes students who do not receive services due to refusal.

\*During the 2017-2018 school year 53 students tested English Proficient on the ACCESS assessment. Students who tested English Proficient are now in their first year of Monitor.

### Individual Learning Plans (ILP's):

Student directed planning and monitoring tool that customizes learning for our English Learners. Teachers, please make sure that you have access to, and know where to find your English Learner's ILP. All teachers work to support the language goals for each of our English Learners. If you have any questions regarding ILP's, please contact your EL teacher in your building.

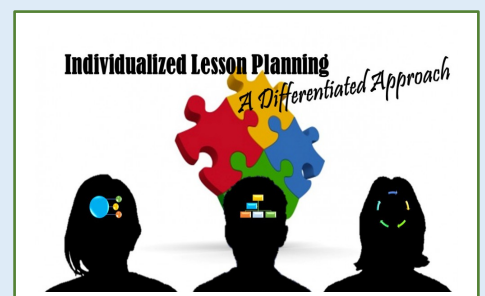
### Teacher Resources for English Learners:

The WIDA website (<https://www.wida.us/>) provides a number of great resources for teachers supporting English Learners. On the website, you can find the "can do descriptors" under Standards and Instruction, which provide teachers with examples of performance for each language acquisition level.

### Highlighting Grants/Federal Programs: Title I

The Title I Federal Program provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards. A school-wide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school; its primary goal is to ensure that all students are meeting or exceeding levels of achievement. Here are the school-wide programs for the 2018-2019 school year: Northpark Elementary, Westridge Elementary, Desert View Elementary, Stagecoach Elementary, and Overland Elementary. Targeted assistance schools focus on services for children who are failing, or most at risk of failing, to meet state academic standards. Here are the targeted assistance programs for the 2018-2019 school year: Desert Elementary, Walnut Elementary, and Farson-Eden Elementary.

Thank you for all that you do for our students!





Sweetwater County School District Number One  
21<sup>st</sup> Century Community Learning Center  
Rock Springs Junior High School

October 1<sup>st</sup>, 2018

Sweetwater County School District #1 has secured over \$850,000 dollars from the Wyoming Department of Education's 21<sup>st</sup> Century Community Learning Center Grant for afterschool and summer programs.

School District #1 was awarded \$172,950 per year for afterschool and summer programs for five years. The highly competitive grant award was secured to expand afterschool and summer projects at the Rock Springs Junior High, the Rock Springs High School, Eastside Elementary, Desert View Elementary, Overland Elementary and Desert School in Wamsutter.

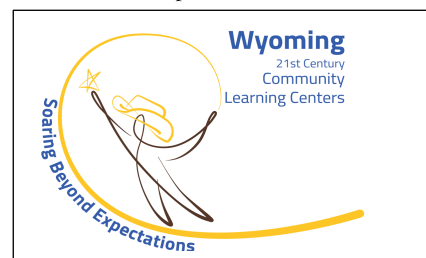
According to Lisa Plant, program director and grant writer, "We develop resiliency through positive relationships by brainstorming and troubleshooting ideas with mental health, probation, and other community members. We include the business community, Western Wyoming Community College, Power Trust Bank, Waddell & Reed, the Sweetwater County Sheriff Department and the Wyoming Highway Patrol, the Rock Springs Police Department, the Rock Springs Chamber of Commerce, the Sweetwater Board of Cooperative Education, and other mentors involved in the physical, mental, and emotional support of youth and families."

Plant said, "We provide Career and College Readiness and military exploration. We help students meet community service hours and academic scores for scholarships. We teach the students to be successful in our community and to develop and maintain healthy lifestyles."

"We offer students and families a broad variety of additional services and activities such as citizenship, responsibility, self-esteem, higher school attendance, drug and violence prevention, and counseling referrals designed to reinforce and compliment strategies for achieving the 21<sup>st</sup> Century Community Learning Center goals. Our expected program outcomes include scientific knowledge and skills to understand the natural world and make logical decisions, use of technology to research, evaluate, and present findings. Students will use real world data with mathematical skills to reason and solve challenges in our community, state, nation, and world. Indicators of our program's success will be assessment data and attendance data that provide evidence that our enrolled students meet state and local academic achievement standards. Through goal setting, safety, health and nutrition, effective partnerships, strong family involvement, enriched learning opportunities, linkage between school day and afterschool, and regular evaluations, we will prove our program's effectiveness." Plant stated.

For more information on these exciting afterschool and summer activities please contact:

**Lisa Plant**  
**Rock Springs Junior High School**  
**307-352-3474 ext 4041**  
**307-389-4942 cell**





### Sweetwater County School District #1 WY-TOPP Results Available

Results for the first spring 2018 administration of the Wyoming Test of Proficiency and Progress (WY-TOPP) are now available. All staff in Sweetwater #1 worked diligently to prepare testing environments and most importantly, students to be successful on the new assessment. State Superintendent Jillian Balow stated that *"We went from a paper and pencil, multiple-choice-only test that provided limited useful information to teachers, to an adaptable, interactive, online assessment that gives teachers data that can be used to inform instruction."* The data ([WY-TOPP RESULTS LINK](#)) shows student performance (percent proficient and advanced) at the state, district and school level. Desert School is not included in the data because of the numbers of students participating on the assessment and confidentiality concerns.

When comparing English Language Arts (ELA), to the Wyoming state average, Sweetwater #1 outperformed the state in third, seventh and eighth grade. Also, many Sweetwater #1 schools performed above the state average. This includes:

- Third grade: Northpark, Sage and Stagecoach elementary schools
- Fourth grade: Overland, Sage and Stagecoach elementary schools
- Sixth grade: Pilot Butte elementary school
- Seventh grade: Rock Springs Junior High
- Eighth grade: Farson-Eden Middle School and Rock Springs Junior High
- Ninth grade: Farson-Eden High School
- Tenth grade: Black Butte High School and Farson-Eden High School

When comparing Math to the Wyoming state averages, third and eighth grade math scored above the state by over 6%. Many of the schools scored above the state average in math including:

- Third grade: Desert View, Northpark, Overland, Sage, Stagecoach and Walnut elementary schools
- Fourth grade: Desert View, Farson-Eden, Sage, Stagecoach and Walnut elementary schools
- Sixth grade: Pilot Butte elementary school
- Eighth grade: Rock Springs Junior High
- Tenth grade: Black Butte High School and Farson-Eden High School

In eighth grade science, Sweetwater #1 scored 6.7% above the state. Other schools that scored above state averages include:

- Fourth grade: Farson-Eden, Overland, and Walnut elementary schools
- Eighth grade: Farson-Eden High School and Rock Springs Junior High
- Tenth grade: Farson-Eden High School

The 2018 WY-TOPP results represent a new baseline for statewide assessment results. Proficiency rates from WY-TOPP will not be comparable to proficiency rates from the previous Proficiency Assessment for Wyoming Students (PAWS).

[Data Assessment Calendar Link](#)



### What is the PBIS multi-tiered “continuum”?

The multi-tiered “continuum” is comprised of carefully selected, evidence-based practices at three different levels of support intensity. Specific practices are matched both to the level of support needed, and the local cultural context.

**Tier 1: Universal practices** are experienced by all students and educators across all settings to establish a predictable, consistent, positive and safe climate

- Behavioral expectations defined
- Behavioral expectations taught
- Reward system for appropriate behaviors
- Clearly defined consequences for problem behavior
- Continuous collection and use of data for decision-making
- Universal screening for behavior support

**Tier 2: Targeted practices** are designed for groups of students who need more structure, feedback, instruction and support than Tier 1 alone.

- Progress monitoring for at-risk students
- System for increasing structure and predictability
- System for increasing contingent adult feedback
- System for linking academic and behavioral performance
- System for increasing home/school communication
- Collection and use of data for decision-making
- Basic-level function-based support

**Tier 3: Indicated practices** are more intense and individualized to meet the challenges of students who need more than Tiers 1 and 2 alone.

- Functional Behavior Assessment (full, complex)
- Team-based comprehensive assessment
- Linking of academic and behavior supports
- Individualized intervention based on assessment information focusing on (a) prevention of problem contexts, (b) instruction on functionally equivalent skills, and instruction on desired performance skills, (c) strategies for placing problem behavior on extinction, (d) strategies for enhancing contingency reward of desired behavior, and (e) use of negative or safety consequences if needed
- Collection and use of data for decision-making

October 2018						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 PBS Bus Training 8:45-9:45 AM	2 Science Training 6 <sup>th</sup> -8 <sup>th</sup> 8am-4pm Board Rm PBS Bus Training 8:45-9:45 AM Data Drill Down Training 12:30-2:30 PM PDC Rm	3 Science Training 9 <sup>th</sup> -12 <sup>th</sup> 8am-4pm Board Rm	4	5	6
7	8 Board Meeting	9 District Dept Chairs 4:00-6:00 PM Board Rm AMP Meeting 12:30-4:00 PM Board Rm	10 Counseling-SAC 8am-4pm PDC Rm	11 Counseling-SAC 8am-4pm PDC Rm Teacher Leaders 4:00-6: PM Board Rm	12	13
14	15 ELA Training 2 <sup>nd</sup> Grade 8am-4pm Board Rm	16 ELA Training 3 <sup>rd</sup> Grade 8am-4pm Board Rm	17 Suicide Prevention Training -CAB 12:30-3:30 PM Board Rm	18	19	20
21	22	23	24	25	26	27
28	29	30	31 Happy Halloween !! 🎃			