



Sweetwater County School District #1 Curriculum, Instruction and Assessment Newsletter

March 2017

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Adoption Updates

After reviewing possible resources through several lenses including alignment to the new curriculum maps, usability, assessments, supplementary resources, and fiscal responsibility, the members of the English Language Arts (ELA)/English Learner (EL) Resource Adoption Committee unanimously chose ReadyGEN for K-5 and SpringBoard for 6-12. These are rigorous programs designed to support all learners through the district curriculum maps, which are aligned to the Wyoming Content and Performance Standards. The selected resources will be recommended to the Board of Trustees for review in March 2017 and for final approval in April 2017.



Why was ReadyGEN selected for grades K-5?

ReadyGEN is an integrated literacy program that accelerates learning for all students using authentic text to support ELA/EL instruction. Overall progression of text complexity within and across grades facilitates students' learning of academic vocabulary, close reading, foundational skills, and further deepens content knowledge and comprehension.

ReadyGEN is structured as both an online and print resource. The online component includes all student and teacher materials, assessments, and flexible class data management tools. Online digital access to every text will engage students, maximizing their learning experiences in reading, writing, and language development. By selecting a print/online core resource K-5, students within the district will have access to an aligned resource for multiple years.



Why was SpringBoard selected for grades 6-12?

SpringBoard is built on the foundational principles of embedded assessments that are back-mapped from advanced placement courses and college/career readiness. SpringBoard uses compelling themes and multiple genres of text including fiction, non-fiction, poetry, drama, as well as multiple modes to develop essential thinking skills preparing students for high school and beyond. Students will analyze text, collect evidence, think critically as well as cultivate real-world writing skills. SpringBoard tracks student learning while fostering strong study habits and



cultivating indispensable organizational skills.

SpringBoard is structured as both an online and print resource that can be used with electronic devices to differentiate class assignments based on Lexile level and/or student needs. Included in the resource is free access to ZINC, which is a database of informational text that is engaging, applicable, current, and is aligned to both themes and texts cultivating 21st Century Skills.

For more information on each resource please visit the SCSD#1 [ELA/EL Resource Adoption](#) webpage.

Mission:

To provide a quality education for all students.

Vision:

Is an innovative district, united with our community, we empower and inspire all students to academic excellence in pursuit of their interests and passions.



Social Studies Subject Area Committee Begins Curriculum Mapping Process

In following the district's long-range plan (below), the Social Studies Subject Area Committee (SAC) met on Tuesday, February 21st to develop a questionnaire. This questionnaire was given to all teachers that provide Social Studies instruction as a way to gather input on what content should be included in the curriculum map. Members of the SAC will need the questionnaires completed by April 21st, 2017. On April 24th-25th, 2017 the Social Studies SAC will outline the standards and input from questionnaires in a sequential manner K-12. This process allows the participants to see redundancies, omissions and/or gaps on the curriculum maps. Curriculum mapping work will continue as the writing and read-through process extends into the week of June 5th-9th, 2017. Updated curriculum maps will be provided to all staff at the beginning of the 2017-2018 school year.

The following staff were selected to participate in the Social Studies Subject Area Committee:

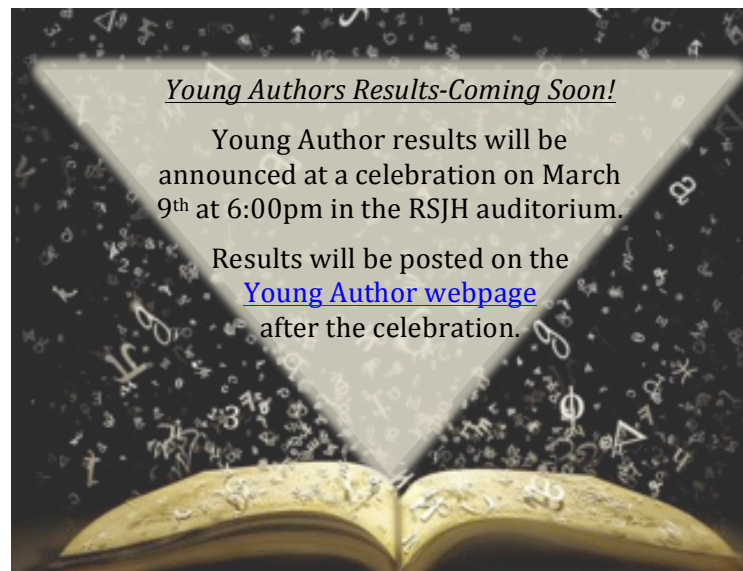
- Kindergarten—Angela Robinson-Northpark, Sheila Albertini-Overland
- First Grade—Deanah Fulmer-Stagecoach, Joanna Hostetter-Desert View
- Second Grade—Rebecca Baltakis-Stagecoach, Margurite Curtis-Walnut
- Third Grade—Darlene George-Sage, Jamie Shelley-Westridge
- Fourth Grade—Karen Maddox-Sage, Amber Johnson- Westridge, Lorna Bath-Northpark
- Fifth Grade—Heather Young-Eastside, Shealyn Even –Pilot Butte
- Sixth Grade—Lauren Reynders-Pilot Butte
- Seventh Grade—Kena Brown-Desert, Misty Brenden-RSJH
- Eighth Grade—Kena Brown-Desert, Mark Chollak-RSJH
- Ninth-Twelfth Grades—Brad Cox-BBHS, Matthew Watson-RSHS, Jennifer Wilmetti-RSHS, Amberlee Beardsley-RSHS
- Instructional Facilitator—Levi Stephens-RSHS
- Administrator—Darrin Peppard-RSHS

Sweetwater County School District #1 Long-Range Plan															
SUBJECTS	14/15	15/16	16/17	17/18	18/19	19/20	20/21	21/22	22/23	23/24	24/25	25/26	26/27	27/28	28/29
Math	C	VC	R/A	VA SSR		C	VC	R/A	VA						
Health/PE	C	VC	R/A	VA		SSR	C	VC	R/A	VA					
ELA		C	VC	R/A	VA			SSR	C	VC	R/A	VA			
Info Lit/Foreign Language		C	VC	R/A	VA			SSR	C	VC	R/A	VA			
Social Studies			C	VC	R/A	VA				SSR	C	VC	R/A	VA	
Fine and Performing Arts			C	VC	R/A	VA SSR		C	VC	R/A	VA				
Science		SSR		C	VC	R/A	VA		C	VC	R/A	VA SSR		C	VC
Career & Tech Education		SSR		C	VC	R/A	VA			SSR		C	VC	R/A	VA

C	Development of Curriculum Documents
VC	Implementation and Validation of the new Curriculum
R	Resource Selection
A	Development of Common Formative Assessments
VA	Implementation and Validation of the new Assessments
SSR	State Standard Review

SCSD#1
1/13/17

Parent Needs Assessment Results--February 2-3, 2017	
Question	Strongly Agree & Agree
I feel welcomed and appreciated when I come to the school.	93.31%
I believe there are things I can do to help at my child's school.	77.72%
I am comfortable in communicating with the school administrator(s), Principal, Assistant Principal.	90.91%
I am comfortable talking with my child's teachers.	96.80%
I feel that what I contribute to the school is valued.	76.92%
I feel that my child is safe at school.	90.61%
I feel that the staff knows who my child is and cares about their well being.	94.61%
There are language/cultural barriers that interfere with my participation at my child's school.	9.99%
I know how to support my child's education at home.	92.41%
I feel that there are language/cultural barriers that interfere with my child's success in school.	7.59%
It is difficult for me to participate in parent-teacher conferences and/or other school activities.	9.49%
I would like to better understand the way the school system works.	38.66%
I know how to contact the administrator(s) at my school.	94.01%
I am involved in my child's education.	98.00%
I am aware of the programs offered at my child's school.	85.71%



Young Authors Results-Coming Soon!

Young Author results will be announced at a celebration on March 9th at 6:00pm in the RSJH auditorium.

Results will be posted on the [Young Author webpage](#) after the celebration.



Saturday, May 6th WyTECC will be at Lincoln Middle School in GR. Don't forget to register early to get the \$50 registration fee. After March 7th the price goes up to \$65! The CIA Office will pay the early registration fee for the first 50 district employees to sign up. Register on the [WyTECC website](#). For more information please contact Dr. Cristy Pelham at pelhamc@sw1.k12.wy.us.

Data Teams Support Coming in April

Title IIA funds, designated for school improvement, will allow SCSD#1 to host Weston Kieschnick again in April. Weston will be supporting data teams work in school PLCs as well as joining the administrative team meeting in May.

Check with building administrators to find out specific days and times Weston will be at schools.

Introducing the CIA Puzzler!

Submit your answer by 4:00pm Monday, March 6, 2017 to be entered into a drawing to win a prize!

CIA Puzzler

What is the SCSD#1 protocol to apply for a grant?

Hint: This information was published in a previous CIA newsletter from the 2016-2017 school year.

[Submit your answer.](#)

Helping Students Read Disciplinary Text

According to Educational Leadership's article, [Disciplinary Literacy: Just the FAQs](#), confusion surrounds the standards for disciplinary literacy in the content areas. Authors Timothy Shanahan and Cynthia Shanahan offer responses to Frequently Asked Questions about "one of the most misunderstood parts of the Common Core State Standards," *Standards for Literacy in History/Social Studies, Science, & Technical Subjects* (National Governors Association & Council of Chief State School Officers, 2010). Read the article to learn "what educators need to know about teaching students to read in the disciplines."

Doug Buehl, author of the Educational Leadership article, [Text Prep](#), believes, "Frontloading can address gaps in academic knowledge so students are prepared to read complex texts." Find out how frontloading can increase student's comprehension of complex disciplinary texts by reading the full article.

In the Educational Leadership article, [The Case for Multiple Texts](#), author Sunday Cummins illustrates how reading multiple texts on a topic can expand a student's understanding of a topic. Read the article and learn how "readers can begin to think critically about what's being shared in each of those texts *because they've read multiple texts.*"

Grants—Sweetwater BOCES

Four years ago two seniors in the RSHS Health Occupations Academy (HOCA) saw a need for weekend meal assistance for elementary students. This launched the Giving Pack Project. HOCA seniors plan nutritious meals, shop for, store and inventory food, and fill and deliver backpacks. Initially two schools were provided with Giving Packs. Now six schools receive backpacks with food for the weekend. More schools would like to be a part of The Project, but at this time funding cannot support additional backpacks. It costs approximately \$1200 per week to fill the backpacks. Sweetwater BOCES got involved in The Project two years after its inception. BOCES continues to fund the project with yearly grants of \$4,000-\$5,000. Community members also contribute to the project with monetary and food donations.

Students continue to benefit from Giving Packs thanks in part to Sweetwater BOCES. For more info on The Giving Pack Project and other BOCES grants please visit the [SCSD#1 Sweetwater BOCES webpage](#).

~Information provided by Bruce Metz, RSHS Health Occupations Academy Director



Title III—English Learners

Supporting ALL Students During PAWS

With statewide testing around the corner it is good to review the individual needs of students and the accommodations allowed during the assessment. Take the time to read the allowable accommodations in the Test Coordinator Manual. Students who have an Individual Education Plan (IEP) or an Individual Learning Plan (ILP) may have specific accommodations for testing.

Exemption Requests

English Learners (EL) enrolled in U.S. schools for less than one year may be exempt from the Reading portion of the PAWS assessment. In order to qualify for exemption the student must participate in the ACCESS for ELL's assessment. Principals must send the completed exemption request and official enrollment documentation supporting the student's EL status to the Assessment Office for secure upload to the Wyoming Department of Education (WDE). A student is not officially exempt until the school receives approval from WDE.

~Information provided by Shannon Garrison, Federal Grants/Title III Coordinator

Special Education Testing Information



- Special Education Reminders

- Teachers in an Alternative Communication Program or Alternative Academic Program, please make sure to register as a Test Administrator or Second Scorer in the TIDE data system. Teachers who are not registered in the system will be unable to administer the test.
- Also, review the TIDE system to ensure students are entered into the system and materials are ordered. There should be at least one test kit per grade level.

- Accommodations for Testing

- Please ensure all accommodations listed on IEPs are provided during testing times. Accommodations for testing are checked on the *IEP State and District Wide Assessment pages 1, 2 and 3*. Remember, testing accommodations should also be the accommodations used throughout the school year with students. Accommodations are listed on pages 7 and 7a of the IEP.

- Accommodations vs. Modifications

- **Testing accommodations** are changes made in the administration of the test in order to remove obstacles to the test-taking process that are presented by the disability **without changing the constructs being tested**. The testing accommodations most frequently required by students as indicated in their IEPs are:
 - Flexibility in scheduling/timing
 - Flexibility in the setting used for the administration of assessments
 - Changes in the method of presentation
 - Changes in the method of response
- **Testing modifications** are changes made to the testing process or to the content of the assessment itself, or provision of certain adaptive technologies or services, **that affect the constructs being tested**. Examples of testing modifications that affect the construct of the test are:
 - Simplification or explanation of test questions
 - Reading of items designed to test the student's reading skills
 - Use of spell- and/or grammar-checking devices on a test of the student's writing skills
 - Use of a calculator on a test of the student's computational skills

****Testing Modifications should not be used for PAWS****

PAWS Testing

- PAWS

- The PAWS test administration window opens Monday, March 6 and closes Friday, March 24. The PAWS test is the yearly state assessment given to all students in grades 3-8 in reading and math. Science is assessed in grades 4 and 8. PAWS results provide measures of learning for students, teachers, schools, districts and are used in state accountability.

- Security

- Maintaining the security and confidentiality of Wyoming state assessments is critical for ensuring valid test scores and providing standard and equal testing opportunities for all students. Staff handling PAWS materials will be trained by their building principal and are required to sign the Test Administrator Security Agreement. These agreements will remain on file and available for 4 years.
- **The WDE assessment team will conduct PAWS test observations during the PAWS window. Their goal is to observe test security practices and answer questions schools may have about the statewide assessment. Check out the [Observation Checklist](#).**

- Changes

- The PAWS hasn't changed much this year. The only changes are the new forms for Testing Irregularity reporting, observation checklist, building materials tracking, and exemption request. Also, for the first time, the PAWS database (TOMS) will re-open in March for demographic correction during the test administration window. Any new students or errors on the pre-id labels will need to be updated in the database.

- Additional Information

- PAWS administration materials and information can be found at: <https://edu.wyoming.gov/educators/state-assessment/materials/>
- 2017 PAWS Resources can be found at: [WDE Administration Materials](#)

- Upcoming PAWS Dates to Remember

- March 6-24, 2017--PAWS testing window
- March 17, 2017--PAWS & Wy-ALT exemption requests* due
- April 19, 2017--ACT & Aspire exemption requests* due

**Exemption requests must be submitted for students who are*

- *Expelled but still receiving services from the district*
- *Served at an out of state placement*
- *EL students who have been in U.S. schools for less than a year (students are required to participate in the ACCESS, PAWS math and PAWS science if applicable)*



ACT Aspire Testing

The ACT Aspire test administration window will open Monday, April 10 and close Wednesday, March 3. ACT Aspire is the yearly state assessment given online to all students in grades 9-10. All ninth and tenth grade students are expected to participate, except students with significant cognitive disabilities who will participate in alternate assessments per their IEPs.

English, math, reading, science and writing are administered in both ninth and tenth grade. The English test takes 45 minutes, the math test takes 75 minutes, the reading test takes 65 minutes, the science test takes 60 minutes and the writing test takes 40 minutes for a total of almost five hours of testing.

The ACT Aspire results are used to provide measures of learning and college/career readiness data for students, schools, districts and state accountability.



11th Grade ACT + Writing

All 11th grade students will participate in the ACT assessment on April 19th. There is one make up day for ACT testing on May 3rd.

All 11th grade students are expected to participate in the ACT + Writing state assessment, except students with significant cognitive disabilities who will participate in alternate assessments per their IEPs.

Students take four separate tests plus the writing test for just over three and a half hours of testing. Students take short breaks between tests.

ACT results are used to provide measures of learning and college/career readiness data for students, schools, districts and state accountability.

Current and upcoming testing events are highlighted.

<u>DRAFT 2016-2017 Sweetwater County School District #1 Assessment Calendar</u>									
Assessment	September	October	November	December	January	February	March	April	May
Universal Screening Grades K-3	Begin: Sept. 19 End: Sept. 30			Begin: Dec. 5 End: Dec. 16				Begin: April 24	End: May 5
MAP Testing Grades K-9		Begin: Oct. 3	End: Nov. 18					Begin: April 18	End K-6: May 5th End: May 18
PAWS Testing Grades 3-8							Begin: March 6 End: March 24		
WY-ALT Grades 3-11						Begin: Feb. 28	End: March 24		
ASPIRE Grade 9 and Grade 10								Begin: April 10	End: May 3
ACT Plus Writing Grade 11								Initial: April 19	Make-up: May 3
ACT COMPASS (Optional) Grade 12		Begin: Oct. 3 End: Oct. 21							
NAEP Grades 4 and 8					Begin: Jan 30		End: March 10		
WorkKeys Grade 11 - 12								Begin: April 19	End: May 3
ACCESS for ELLS Grades K-12					Begin: Jan 24	End: Feb 28			
WIDA W-APT Placement Test Grades K-12	<i>New ELL students who don't have an ACCESS for ELLS score.</i>								

March 2017

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 AMP Chair Meeting 4-6 Board Rm	2 Community Curriculum Council 8-11:30 Board Rm	3	4
5	6 PAWS Window Opens	7	8	9 District Dept. Chair Meeting 4-6 PDC	10 ½ Day Make up for Snow Day In-Town PD/Grade Prep NAEP Window Closes	11
12	13 Board Meeting 7pm Board Rm	14 Fine Arts SAC 8-4 Board Rm	15 Fine Arts SAC 8-4 Board Rm	16	17	18
19	20	21	22	23	24 WY-ALT Window Closes PAWS Window Closes	25
26	27 Universal Screening Begins	28 Performing Arts SAC 8-4 Board Rm	29 Performing Arts SAC 8-4 Board Rm	30	31	

April 2017

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3 Onsite Data Teams Support	4 Onsite Data Teams Support	5 Onsite Data Teams Support	6	7 Universal Screening Closes	8
9	10 Spring Break Board Meeting 7pm Board Rm Aspire Window Opens	11 Spring Break	12 Spring Break	13 Spring Break	14 Spring Break	15
16	17 Spring Break Accountability Climate Survey Opens	18 MAP Testing Window Opens	19 ACT + Writing Test Day WorkKeys Window Opens	20 District Dept. Chair Meeting 4-6 PDC	21	22
23	24 Social Studies SAC 8-4 Board Rm	25 Social Studies SAC 8-4 Board Rm	26 Onsite Data Teams Support	27 Onsite Data Teams Support	28 Community Curriculum Council 8-11:30 Board Rm Accountability Climate Survey Closes	29
30						