

Washakie County School District #1



**“BETTER ASSESSMENT LEADS
TO BETTER LEARNING”**

District Assessment Plan

A K-12 Assessment System

DISTRICT ASSESSMENT PLAN

Balanced Assessment System

Assessment is an integral part of instruction, providing information about how well students are progressing toward state standards. Standards, curriculum, instruction, and assessment are interwoven in the learning process, and each informs the others.

- Standards are the *what* – defining what we expect students to know and be able to do.
- Curriculum is the *how* – defining a body of learning experiences that are designed to reach standards.
- Instruction is the *in what ways* – providing specific learning experiences and ways of differentiating experiences to scaffold student learning.
- Assessment is the *how well* – gauging the attainment of learning to inform instructional practices and curriculum.

A balanced approach to assessment includes a continuum of strategies within a range of frequency and purpose.

Formative assessment occurs continuously in the classroom, both within and between lessons. Information is used to adjust teaching strategies. Students receive frequent and meaningful feedback on their performances to include teacher observation, discussion, questioning, and non-graded class work. The focus of formative assessment is to determine what learning comes next for a student.

Benchmark assessment (BOE) occurs within, between, and among instructional units. Information is used to identify strengths and gaps in curriculum and instruction. Grade-level curriculum may be refined, and teachers may differentiate instruction for student groups based on student progress. These assessments could be teacher-developed or district-developed products or purchased commercially and linked to state standards. Benchmark assessments include midterm, end-of-unit assessments, semester assessments, and/or district-wide assessments. The focus of benchmark assessment is to determine how students are progressing and how well a program is working.

Large-scale assessment occurs annually. Information is used to develop strategic, long-term evaluation of curriculum and programming based on trends over time, and to monitor state, district, and school progress. Assessment instruments and procedures are standardized so that comparisons can be made across student groups. Examples of large-scale assessment include the PAWS®, ACT®, NAEP™, and AP® exams. The focus of large-scale assessment is to determine how schools, districts, and states are progressing, which is reflected in the district assessment matrix.

These assessment strategies provide information at differing intervals and for different purposes. Each one provides a different perspective, and one cannot take the place of another. Together, these assessments provide a balanced approach to assessment that informs decisions at the classroom, school, district, and state levels.

Balanced Approach to Assessments

Teacher Evaluation Strategies	BOE - Benchmark Assessments	Large Scale Assessments
Daily – Ongoing	Monthly/Quarterly/Semester	Annual
Student-Centered	Student/Classroom/School-- Centered	School/District/State-Centered
Formative	Interim and Summative	Summative

BALANCED ASSESSMENT SYSTEM			
	Ongoing	BOE - Benchmark	Large Scale
Purpose	What learning comes next for this student?	How are students progressing? How well is this program working?	How are school/districts progressing? Is there student academic growth? Instructional Program Evaluation
Focus	Students Teachers	Students Teachers Parents Schools	Students Teachers Parents Schools District
Frequency	Occurs within and between lessons	Occurs within and between instructional units/midterm/semesters.	Occurs annually
Use of Results	Within the instructional activity, information is used to change or to adjust teaching. Student receives frequent and meaningful feedback on performance. Teacher engages student in the monitoring of student learning. Teacher decides if the student needs remediation or enrichment.	Grade-level or content-based professional learning communities use data to identify strengths and gaps in curriculum and instruction Grade-level course curriculum may be changed, refined Teachers may modify instruction for student groups based on their progress.	School or district teams develop strategic, long-term evaluation of curriculum and programming based on trends over time States monitor school and district progress
Professional Development	Understanding how to gauge student progress toward a standard and how to scaffold instruction to reach that goal. Teacher reflection on what types of formative strategies are currently employed in the classroom. Implementation of new strategies. Opportunities to practice and to perfect usage.	If teacher-developed, school-team-developed, or district-developed products: ♦ Identification of learning outcomes based on state content standards ♦ Development of assessment items & tests If using a commercial product: ♦ Learn features of the instrument and how the content links to district curricula and state standards Using local products or commercial products: ♦ Discussion of results ♦ Disaggregation & interpretation of data ♦ Sharing effective strategies across teams	Understanding and interpretation of large- scale assessment trends over time Data disaggregation and progress evaluation at the building level and at the grade level Opportunities for revising district or school instructional practices and curricula
Examples	Feedback Questioning and Interviewing Observations Discussions Ungraded Classwork	Midterm/Unit/Semester Assessments District assessments (BOE) BOE Consortia MAP Specific reading inventories	PAWS ACT PLAN ASVAB CLEP WorkKeys

District Assessment Matrix: Formative Assessments

Assessment	Purpose	Student Population	Time Given	Administered By	Scored By	Reports Issued To	Results Used To
Measures of Academic Progress (MAP)	<ul style="list-style-type: none"> 🍎 Provides information needed to improve teaching and learning. 🍎 Measure of student's academic performance 🍎 Indicator of student growth 	<ul style="list-style-type: none"> 🍎 Grade K 🍎 Grade 1 🍎 Grade 2 🍎 Grade 3 🍎 Grade 4 🍎 Grade 5 🍎 Grade 6 🍎 Grade 7 🍎 Grade 8 🍎 Grade 9 🍎 Grade 10 	<ul style="list-style-type: none"> 🍎 Fall 🍎 Winter 🍎 On Demand 🍎 Spring 🍎 Summer 🍎 On Demand 🍎 Survey 🍎 On Demand 	<ul style="list-style-type: none"> 🍎 Grade Level Classroom Teachers 	<ul style="list-style-type: none"> 🍎 NWEA 	<ul style="list-style-type: none"> 🍎 School Board 🍎 Superintendent 🍎 Curriculum Director 🍎 Principals 🍎 Teachers 🍎 Parents 🍎 Students 	<ul style="list-style-type: none"> 🍎 Identify goals 🍎 Support staff development 🍎 Match students to appropriate programs, strategies, and/or interventions
Dynamic Indicators of Basic Early Literacy Skills (DIBELS Next)	<ul style="list-style-type: none"> 🍎 Focus on various skills necessary for learning to read 🍎 Identify students needing specialized instruction 🍎 Progress 🍎 Growth 	<ul style="list-style-type: none"> 🍎 Grade K 🍎 Grade 1 🍎 Grade 2 🍎 Grade 3 🍎 Grade 4 🍎 Grade 5 	<ul style="list-style-type: none"> 🍎 Fall 🍎 Winter 🍎 Spring 	<ul style="list-style-type: none"> 🍎 Title I Reading Specialists 🍎 Instructional Facilitator 	<ul style="list-style-type: none"> 🍎 DIBELS 	<ul style="list-style-type: none"> 🍎 Superintendent 🍎 Curriculum Director 🍎 Principals 🍎 Teachers 🍎 Parents 🍎 Students 	<ul style="list-style-type: none"> 🍎 Identify Levels 🍎 Measured progress 🍎 Annual growth
STAR Math and Reading Assessment	<ul style="list-style-type: none"> 🍎 Identification 🍎 Progress 🍎 Growth 	<ul style="list-style-type: none"> 🍎 Grade K (Optional) 🍎 Grade 1 (Optional) 🍎 Grade 2 (Optional) 🍎 Grade 3 (Optional) 🍎 Grade 4 (Optional) 🍎 Grade 5 (Optional) 🍎 Grade 6 🍎 Grade 7 🍎 Grade 8 🍎 High School (Opt.) 	<ul style="list-style-type: none"> 🍎 Fall 🍎 Winter 🍎 Spring 	<ul style="list-style-type: none"> 🍎 Classroom Teacher 	<ul style="list-style-type: none"> 🍎 Renaissance Learning 	<ul style="list-style-type: none"> 🍎 Curriculum Director 🍎 Principals 🍎 Teachers 🍎 Parents 🍎 Students 	<ul style="list-style-type: none"> 🍎 Identify Levels 🍎 Measured progress 🍎 Annual growth
Standards-Based Assessments of Formative Nature	<ul style="list-style-type: none"> 🍎 Monitor Student Writing Proficiency 	<ul style="list-style-type: none"> 🍎 Grade K 🍎 Grade 1 🍎 Grade 2 🍎 Grade 3 🍎 Grade 4 🍎 Grade 5 🍎 Grade 6 🍎 Grade 7 🍎 Grade 8 🍎 Grade 9 🍎 Grade 10 🍎 Grade 11 🍎 Grade 12 	<ul style="list-style-type: none"> 🍎 Fall 🍎 Spring 	<ul style="list-style-type: none"> 🍎 English Teachers 🍎 My Access 	<ul style="list-style-type: none"> 🍎 Teachers 🍎 Vantage (MY Access) 	<ul style="list-style-type: none"> 🍎 Principal 🍎 Teachers 🍎 Students 	<ul style="list-style-type: none"> 🍎 Identify Writing Proficiency 🍎 Increase Writing Proficiency 🍎 Sustain Writing Proficiency

District Assessment Matrix: Summative Assessments

Assessment	Purpose	Student Population	Time Given	Administered By	Scored By	Reports Issued To	Results Used To
Proficiency Assessment for Wyoming Students (PAWS – ELA)	<ul style="list-style-type: none"> 🍎 Provide results for SI planning 🍎 Monitor student progress 	<ul style="list-style-type: none"> 🍎 Grade 3 🍎 Grade 4 🍎 Grade 5 🍎 Grade 6 🍎 Grade 7 🍎 Grade 8 🍎 Grade 10 (Optional) 🍎 Grade 11 	<ul style="list-style-type: none"> 🍎 Spring 	<ul style="list-style-type: none"> 🍎 Grade Level Classroom Teachers 	<ul style="list-style-type: none"> 🍎 Harcourt Assessment 🍎 Wyoming Teachers (Writing) 	<ul style="list-style-type: none"> 🍎 School Board 🍎 Superintendent 🍎 Curriculum Director 🍎 Principals 🍎 Teachers 🍎 Parents 🍎 Students 🍎 Community 	<ul style="list-style-type: none"> 🍎 Identify goals 🍎 Support staff development 🍎 Match students to appropriate programs, strategies, and/or interventions
Proficiency Assessment for Wyoming Students (PAWS – Math)	<ul style="list-style-type: none"> 🍎 Provide results for SI planning 🍎 Monitor student progress 	<ul style="list-style-type: none"> 🍎 Grade 3 🍎 Grade 4 🍎 Grade 5 🍎 Grade 6 🍎 Grade 7 🍎 Grade 8 🍎 Grade 10 (Optional) 🍎 Grade 11 	<ul style="list-style-type: none"> 🍎 Spring 	<ul style="list-style-type: none"> 🍎 Grade Level Classroom Teachers 	<ul style="list-style-type: none"> 🍎 Harcourt Assessment 	<ul style="list-style-type: none"> 🍎 School Board 🍎 Superintendent 🍎 Curriculum Director 🍎 Principals 🍎 Teachers 🍎 Parents 🍎 Students 🍎 Community 	<ul style="list-style-type: none"> 🍎 Identify goals 🍎 Support staff development 🍎 Match students to appropriate programs, strategies, and/or interventions
Proficiency Assessment for Wyoming Students (PAWS – Science)	<ul style="list-style-type: none"> 🍎 Provide results for SI planning 🍎 Monitor student progress 	<ul style="list-style-type: none"> 🍎 Grade 4 🍎 Grade 8 🍎 Grade 11 	<ul style="list-style-type: none"> 🍎 Spring 	<ul style="list-style-type: none"> 🍎 Grade Level Classroom Teachers 	<ul style="list-style-type: none"> 🍎 Harcourt Assessment 	<ul style="list-style-type: none"> 🍎 School Board 🍎 Superintendent 🍎 Curriculum Director 🍎 Principals 🍎 Teachers 🍎 Parents 🍎 Students 🍎 Community 	<ul style="list-style-type: none"> 🍎 Identify goals 🍎 Support staff development 🍎 Match students to appropriate programs, strategies, and/or interventions
Wyoming English Language Learner Assessment (ACCESS - WIDA)	<ul style="list-style-type: none"> 🍎 Provide results for SI planning 🍎 Monitor LEP student progress 	<ul style="list-style-type: none"> 🍎 Grade K 🍎 Grade 1 🍎 Grade 2 🍎 Grade 3 🍎 Grade 4 🍎 Grade 5 🍎 Grade 6 🍎 Grade 7 🍎 Grade 8 🍎 Grade 9 🍎 Grade 10 🍎 Grade 11 🍎 Grade 12 	<ul style="list-style-type: none"> 🍎 Spring 	<ul style="list-style-type: none"> 🍎 ELL Certified Teachers 	<ul style="list-style-type: none"> 🍎 Harcourt Assessment Rapid Reports 	<ul style="list-style-type: none"> 🍎 Superintendent 🍎 Curriculum Director 🍎 Principals 🍎 Teachers 🍎 Parents 🍎 Students 	<ul style="list-style-type: none"> 🍎 Identify goals as a targeted subgroup 🍎 Support ELL staff development 🍎 Match students to appropriate programs, strategies, and/or interventions

Assessment	Purpose	Student Population	Time Given	Administered By	Scored By	Reports Issued To	Results Used To
Proficiency Assessment for Wyoming Students (PAWS – Alternate)	<ul style="list-style-type: none"> • Provide results for SI planning • Monitor student progress 	<ul style="list-style-type: none"> • Grade 3 • Grade 4 • Grade 5 • Grade 6 • Grade 7 • Grade 8 • Grade 10 (Optional) • Grade 11 	<ul style="list-style-type: none"> • Winter thru Spring 	<ul style="list-style-type: none"> • Grade Level Special Education Teachers 	<ul style="list-style-type: none"> • Harcourt Assessment 	<ul style="list-style-type: none"> • School Board • Superintendent • Curriculum Director • Principals • Teachers • Parents • Students 	<ul style="list-style-type: none"> • Identify goals • Support staff development • Match students to appropriate programs, strategies, and/or interventions
Measured Academic Progress (MAP)	<ul style="list-style-type: none"> • Provides information needed to improve teaching and learning. • Measure of student's academic performance • Indicator of student growth 	<ul style="list-style-type: none"> • Grade K • Grade 1 • Grade 2 • Grade 3 • Grade 4 • Grade 5 • Grade 6 • Grade 7 • Grade 8 • Grade 9 • Grade 10 	<ul style="list-style-type: none"> • Fall • Spring • Survey On Demand 	<ul style="list-style-type: none"> • Grade Level Classroom Teachers 	<ul style="list-style-type: none"> • NWEA 	<ul style="list-style-type: none"> • School Board • Superintendent • Curriculum Director • Principals • Teachers • Parents • Students 	<ul style="list-style-type: none"> • Identify goals • Support staff development • Match students to appropriate programs, strategies, and/or interventions
American College Testing Program (ACT)	<ul style="list-style-type: none"> • College Entrance Exam • To assesses students' educational development and their ability to complete college-level work. 	<ul style="list-style-type: none"> • Grade 11 (Required) • Grade 12 	<ul style="list-style-type: none"> • Fall • Winter • Spring • Summer 	<ul style="list-style-type: none"> • Counselor 	<ul style="list-style-type: none"> • ACT 	<ul style="list-style-type: none"> • Superintendent • Curriculum Director • Principal • Counselors • Teachers • Parents • Students 	<ul style="list-style-type: none"> • Hathaway Scholarship • Assesses high school students' educational development and their ability to complete college-level work.
Plan (ACT)	<ul style="list-style-type: none"> • Readiness test for 10th graders • To help 10th graders build a solid foundation for future academic and career success. • To provide information to address school districts' high-priority issues. • To focus attention on both career preparation and improving academic achievement. 	<ul style="list-style-type: none"> • Grade 10 	<ul style="list-style-type: none"> • Fall 	<ul style="list-style-type: none"> • Counselor 	<ul style="list-style-type: none"> • ACT 	<ul style="list-style-type: none"> • Principal • Counselors • Teachers • Parents • Students 	<ul style="list-style-type: none"> • Help students measure their current academic development, explore career options, and make plans for the remaining years of high school and post-graduation. • Reinforce the need for strong academic preparation by students considering postsecondary education • Provide a focus for more effective parent involvement in their student's plans • Provide important feedback for planning and allocating guidance resources • Analyze the relationship between instruction and academic skill development years.

Assessment	Purpose	Student Population	Time Given	Administered By	Scored By	Reports Issued To	Results Used To
Explore Test (ACT)	<ul style="list-style-type: none"> • Readiness test for 8th/9th graders • To provide results from the EXPLORE tests • To compare scores to those of other students across the nation. • To examine information about educational and career plans, interests, high school coursework plans, and the amount of help needed in seven areas. 	<ul style="list-style-type: none"> • Grade 8 (Optional) • Grade 9 	<ul style="list-style-type: none"> • Fall 	<ul style="list-style-type: none"> • Counselor 	<ul style="list-style-type: none"> • ACT 	<ul style="list-style-type: none"> • Principal • Counselors • Teachers • Parents • Students 	<ul style="list-style-type: none"> • Help students measure their current academic development, explore career options, and make plans for the remaining years of high school and post-graduation. • Reinforce the need for strong academic preparation by students considering postsecondary education • Provide a focus for more effective parent involvement in their student's plans • Provide important feedback for planning and allocating guidance resources • Analyze the relationship between instruction and academic skill development years.
Scholastic Aptitude Test (SAT)	<ul style="list-style-type: none"> • Measure critical thinking skills that are needed for academic success in college. 	<ul style="list-style-type: none"> • Grade 11 • Grade 12 	<ul style="list-style-type: none"> • Fall • Winter • Spring • Summer 	<ul style="list-style-type: none"> • Counselor (SAT Certified) 	<ul style="list-style-type: none"> • SAT 	<ul style="list-style-type: none"> • Principal • Counselors • Teachers • Parents • Students 	<ul style="list-style-type: none"> • Assesses how well the students analyze and solve problems. • Post secondary admissions
Pre-Scholastic Aptitude Test (PSAT)	<ul style="list-style-type: none"> • Qualifying test for National Merit Scholarship and National Hispanic Recognition Program • Help prepare for the SAT. • Become familiar with the kinds of questions and the exact directions you will see on the SAT. 	<ul style="list-style-type: none"> • Grade 10 • Grade 11 	<ul style="list-style-type: none"> • Fall 	<ul style="list-style-type: none"> • Counselor 	<ul style="list-style-type: none"> • SAT 	<ul style="list-style-type: none"> • Counselors • Parents • Students 	<ul style="list-style-type: none"> • Receive feedback on strengths and weaknesses of skills necessary for college study. • Focus preparation on areas that could most benefit from additional study. • See your performance on an admissions test compared with that of other students. • Receive information from colleges when you check "yes" to Student Search Service.
WorkKeys	<ul style="list-style-type: none"> • To measure real-world skills through a job skills assessment • Connects work skills, training, and testing for education and employers. • Makes it easier to meet the requirements of federal programs and legislation • Supports economic and workforce development programs. • Basis for the National Career Readiness Certificate 	<ul style="list-style-type: none"> • Grade 11 	<ul style="list-style-type: none"> • Fall • Winter • Spring 	<ul style="list-style-type: none"> • Counselor 	<ul style="list-style-type: none"> • ACT 	<ul style="list-style-type: none"> • Counselors • Parents • Students 	<ul style="list-style-type: none"> • Hathaway eligibility • Identify vocational/job skills for real-world jobs.

Assessment	Purpose	Student Population	Time Given	Administered By	Scored By	Reports Issued To	Results Used To
Advanced Placement (AP)	<ul style="list-style-type: none"> 🍎 Gain the edge in college preparation 🍎 Stand out in the college admissions process 🍎 Broaden intellectual horizons 	<ul style="list-style-type: none"> 🍎 Grade 11 🍎 Grade 12 	<ul style="list-style-type: none"> 🍎 May 	<ul style="list-style-type: none"> 🍎 Counselor 	<ul style="list-style-type: none"> 🍎 College Board Tests 	<ul style="list-style-type: none"> 🍎 Post-Secondary 🍎 Principal 🍎 Counselors 🍎 Teachers 🍎 Parents 🍎 Students 	<ul style="list-style-type: none"> 🍎 Get a head start on college-level work. 🍎 Improve writing skills and sharpen problem-solving techniques. 🍎 Develop the study habits necessary for tackling rigorous course work. 🍎 Demonstrate maturity and readiness for college. 🍎 Show willingness to push to the limit. 🍎 Emphasize commitment to academic excellence. 🍎 Explore the world from a variety of and individual perspectives. 🍎 Study subjects in greater depth and detail. 🍎 Assume the responsibility of reasoning, analyzing, and understanding.
College Level Examination Program (CLEP)	<ul style="list-style-type: none"> 🍎 Opportunity to demonstrate college-level achievement through a program of exams in undergraduate college courses 	<ul style="list-style-type: none"> 🍎 Grade 11 🍎 Grade 12 	<ul style="list-style-type: none"> 🍎 January 🍎 May 	<ul style="list-style-type: none"> 🍎 Counselor 	<ul style="list-style-type: none"> 🍎 CollegeBoard Tests 	<ul style="list-style-type: none"> 🍎 Post-Secondary 🍎 Principal 🍎 Counselors 🍎 Teachers 🍎 Parents 🍎 Students 	<ul style="list-style-type: none"> 🍎 Save time and get college credit 🍎 Save money from tuition costs. 🍎 Make college more interesting. Move right into advanced courses. 🍎 Graduate on time. 🍎 Satisfy a proficiency requirement.
Armed Services Vocational Aptitude Battery (ASVAB)	<ul style="list-style-type: none"> 🍎 Assess academic ability and predicts success in a wide variety of occupations 🍎 Help students make important decisions about their future 	<ul style="list-style-type: none"> 🍎 Grade 9 (Optional) 🍎 Grade 10 (Optional) 🍎 Grade 11 🍎 Grade 12 	<ul style="list-style-type: none"> 🍎 October 	<ul style="list-style-type: none"> 🍎 Armed Services 	<ul style="list-style-type: none"> 🍎 College Board Tests 	<ul style="list-style-type: none"> 🍎 Post-Secondary 🍎 Principal 🍎 Counselors 🍎 Teachers 🍎 Parents 🍎 Students 	<ul style="list-style-type: none"> 🍎 Produce career exploration opportunities 🍎 Use planning materials that are future-oriented 🍎 Required for military service
National Assessment of Educational Progress (NAEP)	<ul style="list-style-type: none"> 🍎 National representation and continuing assessment of what America's students know and can do in various subject areas. 	<ul style="list-style-type: none"> 🍎 Grade 4 🍎 Grade 8 	<ul style="list-style-type: none"> 🍎 February 	<ul style="list-style-type: none"> 🍎 NAEP 	<ul style="list-style-type: none"> 🍎 NAEP 	<ul style="list-style-type: none"> 🍎 WDE 🍎 Superintendent 🍎 Curriculum Director 🍎 Principal 🍎 Counselors 🍎 Teachers 🍎 Parents 🍎 Students 🍎 Community 	<ul style="list-style-type: none"> 🍎 Report information for the nation and specific geographic regions of the country 🍎 Indicate results regarding subject-matter achievement, instructional experiences, and school environment for populations of students (e.g., fourth-graders) and groups within those populations (e.g., female students, Hispanic students). 🍎 Measure change over time in student performance

Assessment	Purpose	Student Population	Time Given	Administered By	Scored By	Reports Issued To	Results Used To
Youth Risk Behavior Survey (YRBS)	<ul style="list-style-type: none"> 🍎 To provide data on the following priority health risk behaviors: <ul style="list-style-type: none"> - Unintentional injury and violence - Tobacco use - Alcohol and other drug use - Teen pregnancy - Unhealthy dietary behaviors - Physical inactivity 	<ul style="list-style-type: none"> 🍎 Grade 6 🍎 Grade 7 🍎 Grade 8 🍎 Grade 9 🍎 Grade 10 🍎 Grade 11 🍎 Grade 12 	<ul style="list-style-type: none"> 🍎 Spring <li style="padding-left: 40px;">Bi-annual (Odd Years) 	<ul style="list-style-type: none"> 🍎 Counselor 	<ul style="list-style-type: none"> 🍎 WDE 	<ul style="list-style-type: none"> 🍎 WDE 🍎 Superintendent 🍎 Curriculum Director 🍎 Principal 🍎 Counselors 🍎 Teachers 🍎 Parents 🍎 Students 🍎 Community 	<ul style="list-style-type: none"> 🍎 Identifying Health Issues to be Addressed 🍎 Monitor At-Risk Behaviors 🍎 Title IV – Drug Free
Prevention Needs Assessment (PNA)	<ul style="list-style-type: none"> 🍎 To provide data to meet student health and emotional needs 	<ul style="list-style-type: none"> 🍎 Grade 10 🍎 Grade 12 	<ul style="list-style-type: none"> 🍎 Spring <li style="padding-left: 40px;">Bi-annual (Even Years) 	<ul style="list-style-type: none"> 🍎 Counselor 	<ul style="list-style-type: none"> 🍎 WDE 	<ul style="list-style-type: none"> 🍎 WDE 🍎 Superintendent 🍎 Curriculum Director 🍎 Principal 🍎 Counselors 🍎 Teachers 🍎 Parents 🍎 Students 🍎 Community 	<ul style="list-style-type: none"> 🍎 Identifying Health Issues to be Addressed 🍎 Monitor At-Risk Behaviors 🍎 Title IV – Drug Free
Choices	<ul style="list-style-type: none"> 🍎 Career Planning and Opportunities 	<ul style="list-style-type: none"> 🍎 Grade 8 🍎 Grade 9 <li style="padding-left: 40px;">SPED <li style="padding-left: 40px;">FCS Classes <li style="padding-left: 40px;">Library Science 	<ul style="list-style-type: none"> 🍎 Year Round 	<ul style="list-style-type: none"> 🍎 Teachers 	<ul style="list-style-type: none"> 🍎 Self Score 	<ul style="list-style-type: none"> 🍎 SPED Teachers 🍎 Students 	<ul style="list-style-type: none"> 🍎 Career Planning 🍎 Transition Plans 🍎 Identify College Scholarship Information
District Body of Evidence Standards-Based Assessments (BOE)	<ul style="list-style-type: none"> 🍎 Monitor Student Standards' Proficiency in 9 content areas: <ul style="list-style-type: none"> - Language Arts - Math - Science - Social Studies - Foreign Language - Health - PE - Career-Vocational - Fine and Performing Arts 	<ul style="list-style-type: none"> 🍎 Grade K 🍎 Grade 1 🍎 Grade 2 🍎 Grade 3 🍎 Grade 4 🍎 Grade 5 🍎 Grade 6 🍎 Grade 7 🍎 Grade 8 🍎 Grade 9 🍎 Grade 10 🍎 Grade 11 🍎 Grade 12 	<ul style="list-style-type: none"> 🍎 Fall Semester 🍎 Spring Semester <li style="padding-left: 20px;">And/or During 🍎 1st Quarter 🍎 2nd Quarter 🍎 3rd Quarter 🍎 4th Quarter 	<ul style="list-style-type: none"> 🍎 Classroom Teachers 	<ul style="list-style-type: none"> 🍎 Classroom Teachers 	<ul style="list-style-type: none"> 🍎 Principal 🍎 Teachers 🍎 Students 🍎 Parents 🍎 District 🍎 WDE 	<ul style="list-style-type: none"> 🍎 Proficiency in Standards 🍎 Proficiency in Content 🍎 Proficiency for Graduation <ul style="list-style-type: none"> - General Endorsement - Comprehensive Endorsement - Advanced Endorsement