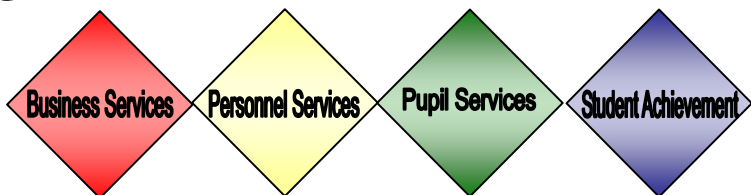




School District of New London



MONTHLY UPDATE

By: Kathy Gwidt

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Coursework Completion System (CWCS):

We continue our efforts to comply with federal and state mandates of the Coursework Completion System. Our CWCS team recently participated in a question and answer session presented by CESA 6 and the Department of Public Instruction (DPI). During this session it became apparent that we are paving the way to aid in the understanding of the intricate demands of this mandate. The DPI has adopted and distributed our district's rubric for rigor recommendations of coursework completion. In our *Program of Studies-Course Selection Guideline*, you will now find course numbers followed by letters which indicate whether a course is basic, general, enriched, or an honors course. We are pretty proud of our district's contribution. It looks like we are doing just fine with this mandate. ☺

Aligned by Design:

Although we will continue to administer the mandated WI Knowledge and Concepts Exam (WKCE), we acknowledge that the state is vigorously investigating alternatives to this assessment given to students in grades 3, 4, 5, 6, 7, 8, and 10. A criticism of the WKCE is that it is a memorization-based test that does not necessarily promote critical thinking.

Proponents of *Aligned by Design* recommend the use of the ACT's Educational Planning and Assessment System (EPAS). EPAS consists of Explore and Plan tests for students in grades 8 through 10. These assessments are essentially lighter versions of the ACT that help students identify their strengths and weaknesses before taking the actual ACT during their junior year.

Having this type of data allows teachers to be more effective because they know what students can or can't do before and after a course is taught. All students take a rigorous common course of studies, but teachers are able to address instructional needs where the individual student comes in. Growth is then measured and monitored.

A team will head back to Madison in July to better understand how we can further integrate principles of *Aligned by Design* into our curriculum and assessments.



Leveled Literacy Intervention (LLI):

Elementary school reading teachers strongly recommended the addition of the *Leveled Literacy Intervention* for all K-4 buildings. We used AARA dollars to bring this resource to Lincoln last year and strategically applied district

dollars in the past months to complete the purchase for Parkview, Sugar Bush and Readfield Elementary Schools.

LLI is a small group intervention for students who find reading and writing difficult to learn, and who may not be benefiting from other interventions currently in place. When using this intervention, a teacher works with three students for a period of 18 weeks with the goal of bringing them to grade level. This resource is designed to supplement a good classroom literacy program as part of a comprehensive literacy approach.

Our reading teachers have commented that LLI has provided 'an additional tool in their toolkit of interventions'. The bottom line is that not all interventions work the same for all kids...a variety of tools are necessary to meet the needs of each individual. We will proceed in future months with LLI training for classroom teachers.

In this era of financial dilemma we are especially thankful that we have been able to equitably fund resources of this magnitude to ensure success for all students.

Don't hesitate to contact any one of our district's reading teachers to learn more about LLI and our district's readers. For even more information check out:

http://www.heinemann.com/fountasandpinnell/lli_Overview.aspx