What are you doing now because of technology that we couldn't do 5 years ago?

Take a moment to think about and truly answer this question. It was about 5 years ago that Seymour Community School Corporation began working to implement a 1:1 computing environment. We continue to increase our infrastructure and provided devices across our school district. We add access to programs and subscriptions each year. Our staff participates in countless hours of professional development. We have accomplished so much in a short time. Now comes the question: What is the impact? I would put it to you that the true success of our work lies in the answer you would provide to the question above.

In the past five years, along with changes in our access to technology, standards have changed, testing has changed and the rigor/depth of knowledge of our tasks has changed. Has your instruction kept pace?

Seymour Community School Corporation's mission statement indicates that we are building lifelong learners. What are you doing in your classroom to support this mission? Our standards are asking us to make connections to real world applications. How are you doing this? Research indicates that the transfer of information from short term to long term memory is facilitated by emotional connection. Are you designing your lessons for emotional investment? How do you do that? Motivating students is a perpetual question. While we use extrinsic motivation, we know research supports the fact that the most powerful motivation is intrinsic. What are we doing to empower students rather than tell them? Are you tapping into the network of experts that are now just a click away?

I've asked lots of questions in this section of The Beacon. To help us find answers, I am going to point you to a few presentations and sites that can help you make connections between emotions, content, and real world applications. Please visit and watch:

Mike Soskil   http://www.globalteacherprize.org/top-10-finalist/michael-soskil/ (7 min. Video Link)

https://www.youtube.com/watch?v=f1Fod8L-3hk&t=70s (46 minute YouTube Video)

Skype in the Classroom: https://education.microsoft.com/skype-in-the-classroom/overview

education.microsoft.com

"The solutions to the world's problems are locked in the passions of our students."   ...Mike Soskil

ODE to SCRAP PAPER

Information from Smekens14 Power Strategies to Boost Standardized Test Achievement

Scrap paper has long been a staple in our math standardized testing tool box. Have we been providing and using it for the English/Language Arts portion of the assessment? Have we been using it in our daily instructional practice in all content areas?

You can find evidence to support ELA scrap paper use on the following IDOE link: http://www.doe.in.gov/assessment, 2016-17 Indiana Assessment Program Manual, Appendix C: Accessibility and Accommodations Guidance.

Now that you know students may be provided this resource, it will do us no good to provide it without instructing our students on how to use it. Our standards call for students to read and manage information from more than one text. We need to help our students use the scrap paper to record information that will be useful when responding to tasks. To do this, we don't have to teach students a fancy organizer, rather teach students to make lists using key words and details.

Traditionally, we teach reading on paper but now students access texts on the computer. Research indicates that after 20 minutes of reading onscreen, students begin to expend more mental energy just to keep reading than to process what is being read. Using scrap paper means students look away from the screen to record details and this action permits their 20 minute mental energy clock to reset. This gives the brain the break it needs to keep mental energy available to focus on deeper tasks.

Federal Program News
by Diane Altemeyer, Director

High Ability Resources

High Ability English/Language Arts Units are available through the IDOE. ELA Units are available for grades K-8.

Many of the print resources needed for these units are available for checkout through SCSC.

You can view the materials available for checkout at:
http://tinyurl.com/SCSCELAResources

Please email Diane Altemeyer to check out the materials. List the title and the number of copies you would like to check out.

English Learner NEWS

The WIDA Access assessment window is January 16th-27th.

WIDA Access is a language proficiency assessment for all English Learners level 1-4.

High Ability Screening Grades 2, 5 & 8

Our multi-tier assessment plan for high ability identification will continue in the coming weeks.

We recently finished the CogAT assessment in grades 2, 5 & 8. Kindergarten students will take the CogAT February 20-March 3.

We use Scales for Identifying Gifted Students (SIGS) and NWEA as secondary measures in our identification plan.

ELA & Math Teachers in grades 2, 5 & 8 can expect to receive a SIGS rating scale for students scoring in the 80-95th percentile on the CogAT assessment. The SIGS rating scale will arrive in school mail shortly after we return

English learners need to SWRL every day in every class.

The domains of language acquisition, **Speaking, Writing, Reading and Listening** need to be equally exercised across content areas daily. Assuring that students are using all domains of language acquisition to support their English language development is essential.

SAFETY INFORMATION
by Brandon Harpe, Assistant Superintendent

Special News – Mika Ahlbrand, Director of Special Education

December 1, 2016 Special Education Count Day

We continue to grow in servicing our students with special needs.
December 1, 2016 Count = 907 Students

Totals	2012	2013	2014	2015	2016	Total Growth
Total Dec. 1 Count	612	685	765	858	907	+ 49

State Special Education Director, Dr. Pamela Wright Short Shares

Short Shares are quick video clips that contain legal & other important special education news.

Every Student Succeeds

Short Share 1 – Conceptual Framework.
Short Share 2 – Equity & Access
Short Share 3 – Equity & Access Continued
Short Share 4 – Universal Design for Learning

Short Shares can be found at: http://www.doe.in.gov/specialed

FY 2017 Special Education Part B Grants were approved! Highlights of the Grant include:

Contracted service with Hands In Autism for a Collaboration/Professional Development held at 3 Sites this year: Jackson Elementary Preschool & SMS Life Skills Classroom, Redding BEST Program, each month for the 2016-2017 School Year. These 3 sites will become Demonstration sites for our district and guests. Hands will also provide 2 days per month District Consultation to assist with our most challenging behavioral needs.

DSI Post-Secondary Transition Services Contract with DSI for our High School Life Skills students for the 2016-2017 School year.

Special Education Supplies - $33,909.48

Appropriate Share for Non-Public Schools in our District.

Professional Development to support Autism, updated Legal information, PATINS technology training, and Early Childhood Development.

Staff salaries for the District.

Project Success Training Dates for 16-17:

2/2 & 5/4 8:30-11:30 Life Skills Teachers Room 401 @ Redding

News from The Technology Department

By

Brian Rodman,

Director

The new content filter is fully operational. While it may take a while to get it operating completely for blocking or not blocking certain sites, it is a product that will handle all of our needs. Please be patient with the technology department as we bring the device up to speed. If you do encounter a site you need that is being blocked, please let me know which one of our filters is blocking the site. The two filters are GoGuardian and the new one is Cipafilter. It makes the process much faster when we know which one is causing the issue.

Remember as we approach possible bad weather in the coming months, we provide communication to our staff, students and parents through technology. We will be again utilizing the School Messenger program to contact parents about any weather delays or closings that occur. Please let your students and parents know that they could possibly be getting an automated phone call that will indicate the type of delay or closing in effect. We will also be changing the school status on the corporation webpage. We offer the Dynacal option for those patrons who are not considered guardians of our students and will not be contacted by the School Messenger. Directions on how to sign up for that service will be posted on the corporation website.

Speaking of filters and our current bandwidth capabilities, I want to remind all users of our Internet to be mindful of the bandwidth available to all of our staff and students. Please remember that all video content being shown over the Internet puts a strain on our available resources and as we approach more online testing, whenever you choose to show that movie it might be having an impact on those students and staff who are participating in online testing. While it might seem like a great idea to show a movie from an online resource during recess, you are draining resources from those students who might be participating in online finals or online testing. While it might seem like a great idea to have all students to have access to a particular online video, it would use far less bandwidth if the movie was shown to all students at the same time. As we approach NWEA testing and other online testing, please use common courtesy for your fellow peers and students in giving them the best testing experience we can offer.

Please remind students about leaving or using their devices in this inclement weather. Remind all students that are taking their devices home to not leave them in the car or in a cold environment. Please make sure the students always keep their device in their case and that it is zipped up when they take it from class to class and home. We are seeing a rash of broken screens so all reminders to your students about proper care will be greatly appreciated by the technology staff and I am sure the parents who end up paying for them too.