

Curriculum and Data Board Report

Professional Development

Our professional development opportunities continue to evolve. We have built upon our original four-point professional development system by offering teachers multiple pathways to earn these points. This year, we expanded the system to a six-point model. The additional two points are not included in professional development mini-sessions; instead, they are earned through peer observations. Teachers complete one peer observation each semester by visiting a colleague's classroom and using the Marzano Teacher Expectations Checklist to guide the process. These peer observations provide fresh perspectives, encourage constructive feedback, reduce instructional isolation, strengthen professional community, and help educators discover new strategies to improve student learning—fostering a culture of continuous, collaborative improvement. The following are the mini sessions our teachers have had the opportunities to participate in this year...

- Personal Finance
- Suicide Training
- Powerschool Ins and Outs
- Canvas
- Positive Intent
- Special Education Modifications
- Sensory Framework
- Assessment in Physical Education

Team Meetings

Dr. Morgan and I continue to participate in weekly team time with each elementary grade-level team. Team time provides an opportunity for us to meet regularly with teachers to discuss curriculum, instruction, assessments, data analysis, interventions, and student behavior. These meetings give us the opportunity to maintain a strong focus on student learning while fostering a culture of collaboration.

During the first semester, our work has centered on student academic conversations, effective ways to provide instructional support, science pilot and adoption check ins/discussions, SOAR behavior support, curriculum needs, and data collection.

Curriculum

→ **24-25 Adoption Phase: Science**

- ◆ Twig (Elementary)
- ◆ Amplify (Middle School)
- ◆ HMH/McGraw Hill (High School)

→ **24-25 Implementation Phase: Fine Arts/Spanish**

- ◆ Music First (Middle/High School)
- ◆ Quavar (Elementary)

→ **24-25 Research & Development Phase: Social Studies**

Current Core Curriculum

Math	Reading	Science	Social Studies
Envisions (Elem) Big Ideas (MS/HS)	SuperKids (K-2) myView (3-5) myPerspectives (6-12)	Inspire (K-2) Elevate (3-6) Amplify (MS) McGraw Hill (HS) HMH (HS)	HMH into SS (K-1) myWorld (2-6) HMH (MS/HS) Pearson (MS/HS)

Data/Testing

Elementary District Level Assessments	MS/HS District Level Assessments
<ul style="list-style-type: none">● iReady (K-6)<ul style="list-style-type: none">○ 3 times yearly● NWEA Map (2-6)<ul style="list-style-type: none">○ 3 times yearly● NSCAS<ul style="list-style-type: none">○ Spring Yearly● District Sight Words (K-4)<ul style="list-style-type: none">○ Monthly● Fastbridge SAEBRs (Soc/Emot) K-6<ul style="list-style-type: none">○ 3 times yearly● ELPA 21 (as needed)● NAEP (as required)	<ul style="list-style-type: none">● iReady (7-8)<ul style="list-style-type: none">○ 3 times yearly● NWEA Map (7-9)<ul style="list-style-type: none">○ 3 times yearly● PreACT● ACT● AVAB● PSAT● Fastbridge SAEBRs (Soc/Emot) 7-12<ul style="list-style-type: none">○ 3 times yearly● ELPA 21 (as needed)● NAEP (as required)

Spring 2025 assessment data was released to the public in late November. Arlington continues to perform well across NSCAS Reading, NSCAS Math, NSCAS Science, and ACT results. When compared to schools within our array and ESU region, Arlington Elementary ranks in the top half across all grade-level assessments. Middle School continues to be an area of focus as we look to find ways to combat the decline in scores. Please see the attached information for detailed scoring results.

The State of Nebraska continues to partner with NWEA/ACACIA to give us NSCAS . This assessment is given in the spring and replaces the MAP test for grades 3-8. Map is given to grades 1-9 in the fall and winter and grades 1-2 and 9 in the spring.

This year, we fully implemented i-Ready and myPath across grades K–8. As with any new assessment and instructional tools, there has been a learning curve; however, the data-rich information provided by i-Ready on a daily basis has proven invaluable in helping us meet students at their individual learning levels. i-Ready and myPath offer personalized learning pathways in reading and math, adapting instruction to each student's needs following diagnostic assessments. These targeted lessons help address skill gaps, build student confidence, and maintain engagement through interactive, game-based instruction, ultimately driving academic growth.

Goal Setting

We continue to implement testing goal setting in grades 3–9, providing teachers and students the opportunity to meet individually to discuss scores, expectations, and goals for future assessments. Teachers meet with each tested student both before and after testing to review progress and reflect on results. The purpose of this process is to help students better understand the importance of assessments and the valuable information they provide to teachers in order to individualize instruction. Additionally, these conversations strengthen teacher/student relationships by creating intentional time focused on student learning and growth.

New Teacher Mentoring

This year, we are piloting a new elementary-level teacher mentoring program. The mentoring S.W.A.T. Team was developed to support teachers by **Supporting, Welcoming, Advising, and Teaching**. Our S.W.A.T. Team mentors provide guidance, resources, instructional support, modeling, and opportunities for in-depth exploration of effective teaching practices. This program is designed to enhance

mentees' instructional practices and promote student success. Key responsibilities include modeling and refining high-leverage instructional strategies within the classroom, providing feedback on lesson planning and classroom management, and creating structured opportunities for goal setting and reflection throughout a teacher's first three years in the district.

Supporting – Providing consistent, empathetic guidance and resources to new educators.

Welcoming – Creating a positive, inclusive environment where new teachers feel valued and connected.

Advising – Offering expert mentorship, constructive feedback, and career development advice.

Teaching – Modeling effective instructional practices and supporting pedagogical growth.

Focusing on Student Success:

Modeling and Observation:

SWAT Team mentors will model or find models of best practices in the classroom, allowing teachers to observe effective teaching strategies and classroom management techniques.

Coaching and Feedback:

They provide constructive feedback on lesson plans, teaching strategies, and classroom management, helping teachers refine their approach and address areas for improvement.

Resource Sharing:

SWAT Team mentors share relevant resources, including lesson plans, instructional materials, and professional development opportunities, to support teachers in their work.

Advocacy:

They advocate for the needs of teachers within the school, ensuring they have the necessary support, resources, and working conditions to succeed.

Collaboration and Communication:

They foster a collaborative environment, encouraging teachers to share ideas, discuss challenges, and work together to improve student outcomes.

Addressing Student Needs:

SWAT Team mentors may help teachers identify and address the diverse needs of students, including those with learning difficulties or other challenges.

Guiding teachers through challenges:

Mentors provide a safe space for teachers to discuss challenges they are facing and offer support in finding solutions.

Promoting a positive school culture:

Mentors contribute to a positive and supportive school environment by fostering collaboration, communication, and mutual respect.

Fostering growth and independence

- Modeling professionalism: Demonstrating a commitment to ongoing learning, ethical behavior, and positive professional interactions.
- Encouraging leadership and initiative: Helping the mentee identify and pursue opportunities for leadership within the school and grade level.
- Empowering the mentee to make independent decisions: Providing guidance and support while fostering the mentee's ability to take ownership of their professional development and decision-making.