

**October 2013**

## Cessna breaks “tradition” of conferences

*“Sometimes we have to break away from our old, outdated practices and try something new to help our students succeed. That’s where Cessna University and Team Data comes in,”*  
Principal Matt Snodgrass,  
Cessna Elementary

Cessna Elementary families and teachers are gathering nearly monthly for a new form of data-based Parent-Teacher Conferences. The conference style involves:

- Meeting in classroom groups to examine class-level data
- Analyzing individual student data and setting learning goals
- Practicing skill-based learning activities that families can easily replicate at home.

The monthly conferences are mandatory nights for staff, with time also built in for individual family conferences. Snodgrass said the new schedule, though designed differently, spans the same amount of time that is required of staff members during typical Fall/Spring conference blocks.

The effort received favorable feedback from staff before Snodgrass and Cessna’s Family Engagement Team began serious implementation talks six months ago. The practice is modeled from Dr. Maria Paredes’ Academic Parent-Teacher Team format, which has shown gains in student achievement where implemented across the country.

Cessna has worked to honor family and staff feedback through the planning stages most noticeably in the addition of a parent confidentiality contract to further protect student privacy and the creation of morning, midday and evening conference rotations to better accommodate parent schedules.

Cessna families are responding positively to the new conferencing style.

Charlee Robertson, who has a third grader, recommends the new style saying, “Everything was explained. I definitely suggest it because it’s really helpful. I can’t wait until the next one.”

“This could be a paradigm shift with the whole idea of Parent-Teacher Conferences, and I get to be a part,” said Jane Stone-Tompkins, Cessna First grade teacher.



Cessna teacher, Jane Stone-Tompkins, (right), shares data with families in September.

### Cessna University, STAT Night Videos and Resources

The Family Engagement Office collaborated with Cessna and WPS Media Production Services to create the following videos:

- **Cessna University promo** – played during enrollment to give families an overview of the new conference format. **CLICK HERE TO VIEW.**



- **Bringing Data Back** – Offers a basic overview of MTSS and vocabulary. **CLICK HERE TO VIEW.** (Please note: a general version is also available through the FE Office for other schools to use.)

- **PowerPoint** – **CLICK HERE** for a sample from Cessna’s September conference PowerPoint. Please contact the FE Office to request the full version.

- **Confidentiality Compact** – **CLICK HERE** to view.

## Family Engagement Site Contact Training

**Wednesday, November 13, 2013****Secondary: 3:45 p.m.-5:00 p.m.****Elementary: 4:45 p.m.-6:00 p.m.**

Focht ISC, 412 S. Main

### SPAGHT'S DATA NIGHT SUCCESS

Spaght Multimedia Magnet held a successful bilingual data night with its families in September.

Students, who normally wear standardized dress, earned a free dress day if their families were in attendance. The school concluded the evening with a dance.

Teachers presented grade-level data to families, setting the stage for individual student data conversations slated to happen during October conferences.

For a sample of the school’s data brochure, please contact the Family Engagement Office.



Spaght's Sept. 26 Data Night

### ANNOUNCEMENTS

**District childcare updates:** If your school schedules childcare for FE activities through the FE Office, please e-mail familyengagement@usd259.net for updated procedures and the current roster.

**FE Office’s new location:** The Wichita Public Schools FE Office is now located in Suite 316 of AMAC, 201 N. Water. The new office phone is: 316-973-4576 and the office fax is 316-973-4571.

# Tonight's Learning Goal

Parents will understand:

- What the RCBM is and what the results mean.
- What the MCOMP is and what the results mean.
- How to help at home to increase learning in both reading and math.
- What incentives students have for being at school and making good choices.

# R-CBM Assessment

- “Reading – Curriculum Based Measurement”
- Timed reading test.
- Given so we can measure improvement and it helps in guiding instruction.
- Passages are at a fourth grade level.
- Number of words read correctly and the number of errors are counted.

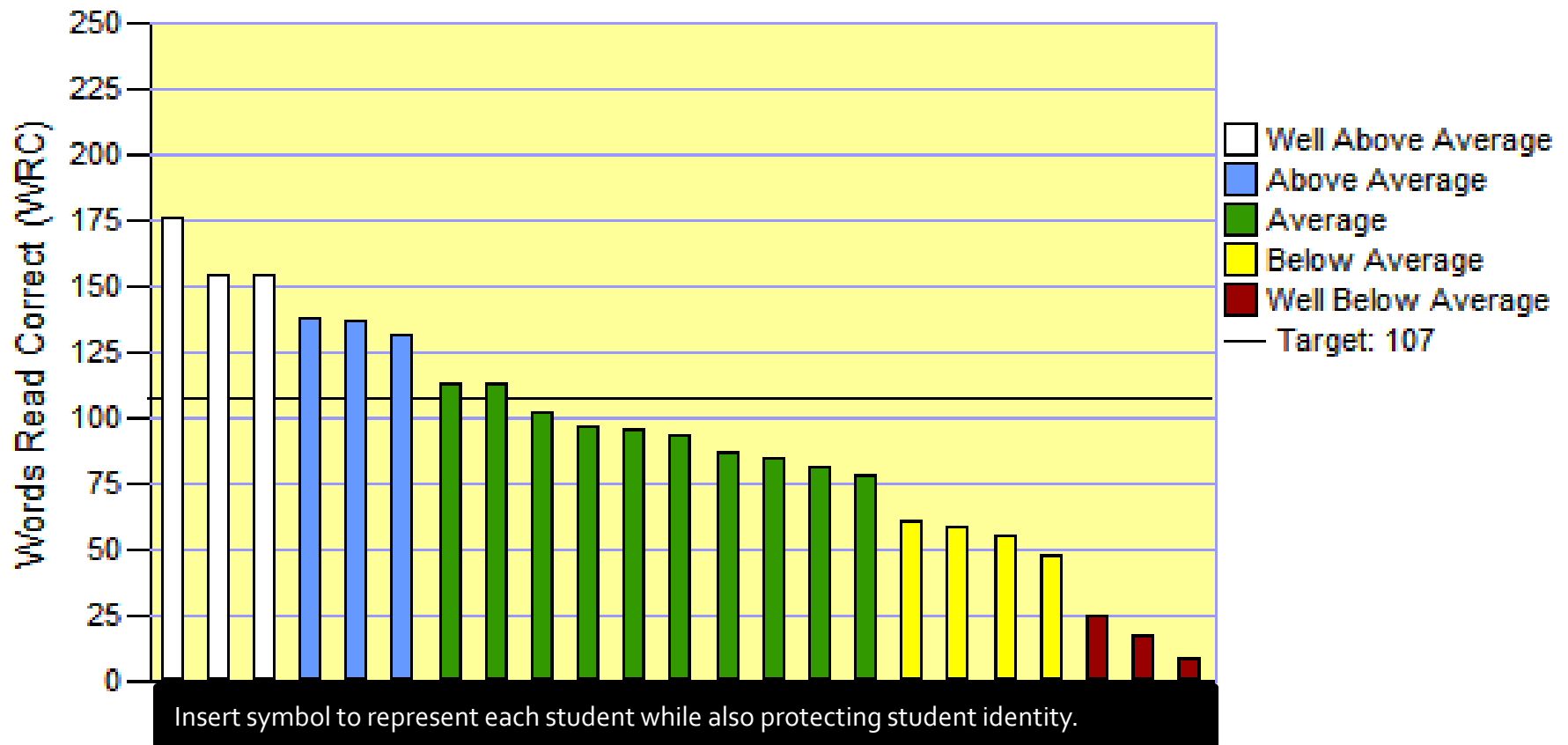
# R-CBM

- One minute test.
- Three different passages.
- Given three times throughout the year.

Charlie Clark had been a mailman for thirty years. He was used to delivering mail in all types of weather. He'd delivered letters on delightful days, and he'd delivered letters on dreadful days.	13 24 33
Charlie was proud of his work and happy with his job. Never, in all his years as a mailman, had Charlie ever had a problem with a mailbox. Other mailmen complained about mailboxes on their routes, but not Charlie.	47 61 71 72
He didn't have any worries until one day when he noticed there was a new box on his route. The mailbox was nailed to a branch of a dead tree. It was battered, dented, and badly rusted. The flag at its side was crooked and bent.	85 101 115 118
Charlie felt bad about it. "People should treat their mailboxes with more respect," he muttered as he dug through his bag.	129 139
He had letters addressed to the box, so he pulled it open and set them inside. He was about to pull his hand out when the box bit him. It had a grip on his hand and wouldn't let go.	153 169 179
Charlie looked up and down the street for someone to help him, but there was no one in sight. He wrestled with the box for an hour, until the box spit out his hand.	192 208 213
The next day he had more letters addressed to that box. With the letters in his hand, he stopped in front of it. He waited for something to happen, but the box was quiet today.	226 241 248
Charlie quickly slipped the letters inside and almost got his hand out before the box latched onto him again.	260 267
This time Charlie and the mailbox had a fierce battle. Charlie hit and kicked the box, but still the box wouldn't let go. Finally, Charlie was out of breath, and he had to stop. He rested his head on the mailbox.	279 293 308
Suddenly, he had an idea. "There, there," he told the mailbox, patting it gently. "Why don't you let me go so I can deliver the rest of my mail?"	319 336 337
The mailbox began to purr and let him go nicely.	347

# Classroom Data for R-CBM

Wichita USD # 259 - Cessna Elementary  
Grade 4 (Jennifer Kennedy - Elementary) Fall 2013-2014  
Reading - Curriculum Based Measurement



Student

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# Goal Setting

As a parent I promise to spend \_\_\_\_\_ minutes \_\_\_\_\_ times a week working on \_\_\_\_\_ (flash cards, playing math games, listening to my child read, reading to my child, or reading together)

to help my student \_\_\_\_\_

- Know multiplication, addition, subtraction facts better
- Read better

Proof will be their \_\_\_\_\_ (RCBM or MCOMP or 5 minute timed test) score increasing.

CESSNA UNIVERSITY



## Parent Confidentiality Compact

The purpose of Cessna STAT nights is to share important information with parents about school and data as it pertains to their child. You know your child best and we view you as another expert on your child that we can utilize on our school team! Our goal is for parents to feel empowered to help their child, collaborate with the teacher and give their input. We feel it is important to start building and maintaining support for our school programs and to strengthen school/family relationships and especially to celebrate each individual student's growth – academically, behaviorally and socially.

We want to make this experience for families one that is professional where parents are seen as part of their child's educational team. We value your input and know that you want what's best for your child.

With that said, in an effort to maintain the privacy and confidentiality for each of our students and families, we are asking that you sign a compact with your classroom teacher regarding confidentiality and privacy during our monthly STAT nights.

**I understand that in the course of this year during monthly STAT night meetings, I will become aware of confidential information regarding my child, and possibly other students' in the classroom, which will include information such as students' academic performance, behavior, health and related matters. I understand and agree that I will not disclose such confidential information except to school employees who have a need to know.**

I have read, understand, and agree to the information presented above:

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Name: \_\_\_\_\_ Teacher: \_\_\_\_\_