

# The Valley Vibe

## MAP Testing

Beginning in January and going into February we will begin our 2nd round of MAP testing for the year. The following are the W's of MAP Testing.

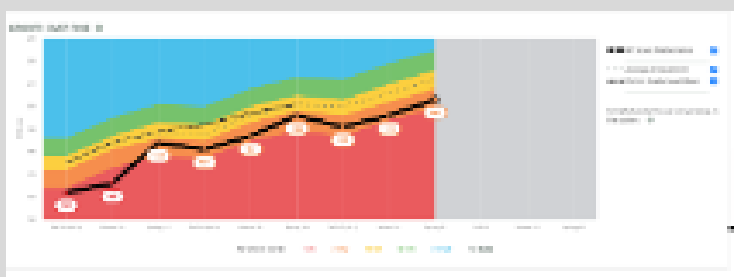
**What is MAP?** MAP® (Measure of Academic Progress) is a computer adaptive test that students take three times per school year. When students finish their test, they receive a number called a RIT score. This score represents a student's achievement level. The RIT scale is a stable scale, like feet and inches, that accurately measures student performance, regardless of age, grades or grade level. Your child's RIT score allows you to see how much they have grown academically between tests.

**Who takes the MAP test?** All students in 6th-8th grade at Indian Valley take the MAP test.

**Where do students take the MAP test?** Students take the MAP test in the corresponding class of the test that they are taking (Math or English Language Arts).

**Why do schools and teachers need MAP scores?** MAP helps schools and teachers know what your child is ready to learn at any point in time and provides information to help teachers deliver appropriate content for each student. This also provides an opportunity for students and teachers to engage in MAP conferences, where students are able to learn about their MAP scores and performance throughout the year. Teachers can also analyze the progress of their class as a whole.

Below is a sample MAP growth chart report.



## Marking Period 3 Focus Reminders

### Focus Offerings

A new Marking Period means new Focus offerings for students. Make sure to ask your child what they will be taking for Marking Period 3.

### Help Rooms

Help Rooms are a great way for your child to: catch up on missing assignments, receive extra instruction on a class topic, take a test or quiz that needs to be made-up, or to get organized! Students are able to attend Help Rooms that are being run by any teacher within their grade level (it does not have to be a teacher from their team)! Students can attend a Help Room for as long as they feel they need to; it is not assigned for the Marking Period. Any student receiving a D or an F throughout the Marking Period must go to a Help Room.

### Intervention

Part of the time spent during Focus is providing students with Math and ELA intervention. These students are specifically selected based upon several data measures collected throughout the Marking Period. Students meet with their ELA and/or Math teachers 2 days out of the week. If your child was selected you will receive an email from their teacher mid January.

MAKE SURE TO CHECK  
HOME ACCESS FOR  
MARKING PERIOD 2 GRADES

# Digging Through Our Data

## ADVISORY CHECK-IN

Since Advisory is a building goal for us this school year, we did a mid-year check in with students to see if our objectives for Advisory were being met. Check out the results below.

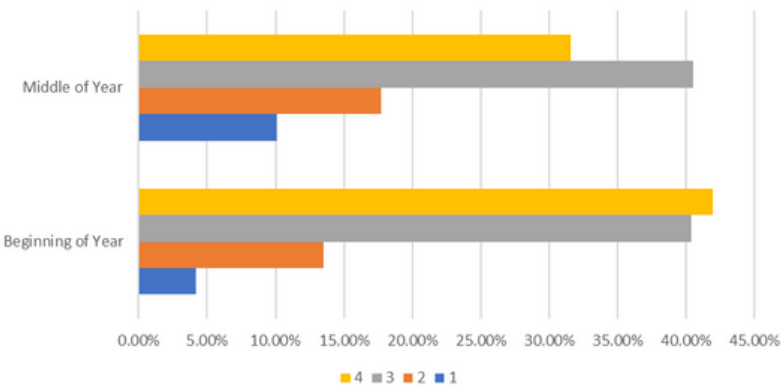
1 = Strong Disagree

2 = Disagree

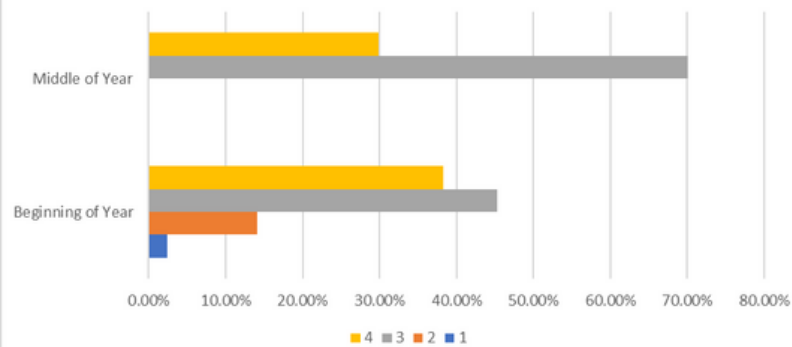
3 = Agree

4 = Strongly Agree

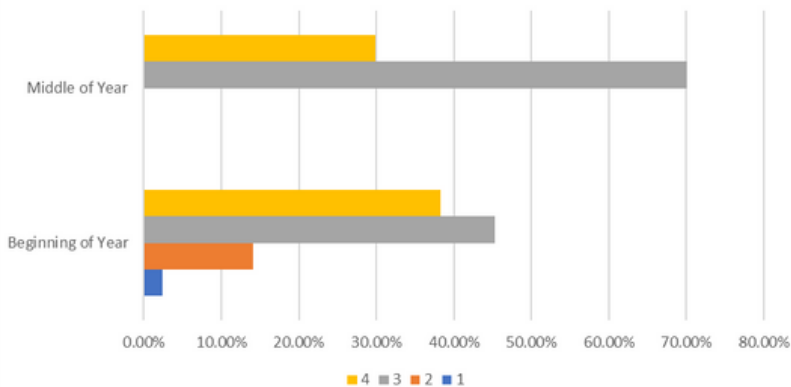
**I understand why we have Advisory lessons**



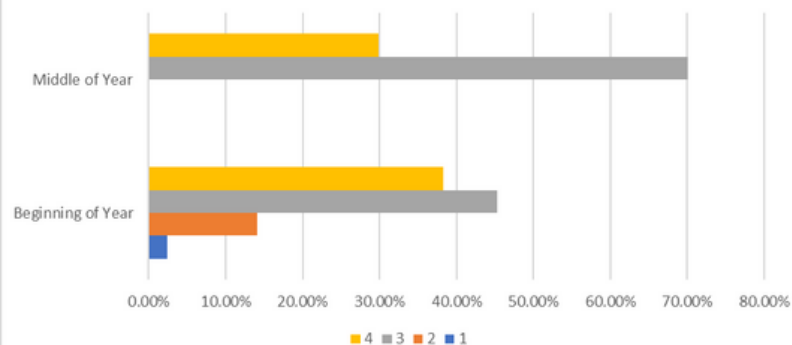
**I can name at least one strategy to take care of my mental health**



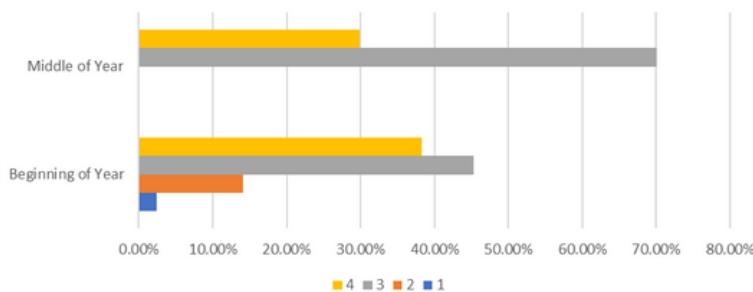
**I can describe at least three Advisory topics**



**Advisory helps me to feel a part of a smaller community within my school**



**The Advisory lessons remind me to make positive choices/a positive impact on my school**



## JANUARYS WINGS FOCUS BEING TRUTHFUL WITH TEACHERS AND PEERS

Each month WEB leaders create a promotional video for our WINGS behavior of the month to highlight our expectations. Check out their creation this month:



## PROFESSIONAL DEVELOPMENT WITH A PURPOSE HALLWAYS

After evaluating our discipline data throughout the months of December and January we noticed an increase of students missing significant class time due to being in the hallways. This is due to friends texting and meeting up in the bathrooms or refilling their water bottles.

In order to be proactive all teams were given time during our professional development day to establish and tighten up procedures regarding when students will be allowed to leave the classroom, either to use the restroom or fill their water bottle.

Please look for each team to be sending home their new expectations and reiterate those expectations to your children as well. We appreciate your help in working as a team to help improve this matter!



## PARENT RESOURCE

A lot of the work our counselors do with students, is surrounding their presence on social media, friendships and kindness. If you're looking for an idea on how you can continue this work at home please consider the conversation starters below.

### Setup

When we think about the things we share online—pictures, posts, text messages, and comments—we get a snapshot of our digital footprints. Looking at our online selves from the outside, what would our impression be? Answering the questions below can give us an idea of how others might see us online.

### Activity

Read aloud: After we read and answer the questions as honestly as possible, let's talk about the kind of impression we make online. Then we can talk about the impression we might be making.

- Do I share pictures of other people without permission? (Grown-ups: This includes sharing pictures of kids.)
- Do I make jokes in texts, posts, or comments that are often misunderstood?
- Do I make negative comments about people anywhere online?
- Do I post to try to create a perfect appearance?
- Do I ever post anonymously or use anonymous apps to talk about others?
- Do I ever post pictures of parties or events that I know some of my friends weren't invited to?
- Do I ever post or text something that I wouldn't say to someone's face?

Think and talk about your answers. What impression do you think you make online? Is there anything you want to do differently in the future?