

April 17, 2013

Posted by Shannon Focht at 4/24/2013

Franklin Elementary:

The Franklin Elementary staff met in the library classroom and began discussion about full implementation of PBIS by the beginning of the 2013–14 school year. (Note: Elementary library staff members met at Sunnyside to continue work from last collaboration session.) We reviewed the six components of PBIS and determined to continue work on a common (school wide) set of behavioral expectations. We explored stating those expectations as a three to five letter acronym, each representing a positive expectation in three to five words. We came up with some examples and agreed to consider them before our next collaboration meeting. We posted the examples on the wall in the staff lounge so that we could see them each day.

We next discussed a school wide system of reinforcing positive behaviors. We briefly discussed experience that some staff members have had with such systems. We agreed to look at some options of systems that are in place in other schools at our next meeting. At this point specialists (music, art and PE) separated to meet together to discuss elementary scheduling as it relates to them. Special Education paraprofessionals moved to Sunnyside to continue training in autism.

Our second activity involved digging into data (MAP and MSP) to help guide a review of our school improvement plan. Teachers logged in to the NWEA website to review MAP data from both the 2011–12 and 2012–13 school years. They looked for strong and weak strands in the math and reading testing data. They also reviewed average class growth in math and reading for fall–winter in the past two years as a way to look at progress this year and to gauge the effectiveness of the enVisions materials. This initial review appears to indicate that Franklin students are progressing as fast or faster in math than they did last year. We took copies of the SIP away to review before the next meeting, scheduled for May 1. At that meeting we will continue creating the new SIP. A key discussion item will be providing greater assistance for math education.

–Bill Holman, Principal

Jefferson Elementary:

The Jefferson Staff worked on evaluating progress toward our goals outlined in our school improvement plan. They met in grade level groups to define how students would be rated meeting or not meeting standards using the data they had collected using their grade level improvement plan. The entire staff then met together to share and discuss their reasoning in defining their determination of benchmark.

On the collaboration on May 1, the staff will use the data to determine who has met benchmark for their grade levels and determine next steps for creating student growth plans for those not meeting benchmark.

–Craig Nelson, Principal

Sunnyside Elementary:

During the collaboration day on April 17 at Sunnyside Elementary we worked as a team to develop our School Improvement Plan. We kept the guiding questions in mind as we worked through this process. What exactly do students need to know and be able to do? How will we know if they have learned it? How will we respond if they don't learn it? What are the instructional strategies needed to meet different learning styles and/or levels of learners? Our goal was to provide an overarching RtI goal that focuses on math and reading. We continued to fine tune Sunnyside's Positive Behavioral Interventions and Supports (PBIS). PBIS is a framework or approach for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students.

Grade level teams collaborated to discuss curriculum and specific student needs as well as to review data. The topics included mathematics, writing, social studies, DIBELS, progress monitoring, ELL supports, and CBAs, as well as specialty areas including physical education, art, library, music, Title 1, and special education. It was an effective use of 3 collaboration hours and it brought the grade level and specialist teams together to plan ways to improve student learning and increase student achievement at Sunnyside.

-Pam Brantner, Principal

Lincoln Middle School:

On the Wednesday, April, 17th collaboration day, Lincoln Middle School met as a full group to discuss the school improvement plan. Grade level teams focused on areas in which we are excelling and areas in which we can improve. During these break-outs, specific strategies were discussed that will help us achieve our goal, which is improved student learning. With this, each individual team will begin creating SMART goals as we look into the 2013-2014 school year. Overall, it was a very productive day that will set the course for us into the future.

-Cameron Grow, Principal

Pullman High School:

CTE: Teacher from the CTE department were spread out over two activates. A subset of staff participated in a Career Colloquium at SEP sponsored by SEL and WSU. This workshop focused on career opportunities, job training and job trends in the workplace. The remainder of the CTE department met to discuss student growth data and instructional frameworks in each program.

English: Identified and discussed reading strategies that they are currently using in relation to the English department scope and sequence.

Health and Fitness: Looked at student growth data in relation to the strength training, sports and fitness classes. Discussed incentive program for students.

Library: Worked on collaborative Lexile project related to student learning.

Math & Science: Formed cross-disciplinary teams with math and science to focus on ways to support the learning of both core subject areas. Common notation, common vocabulary, reinforcement of concepts.

Special Education: Met with agency representatives to share information about students with special needs and resources and services available after high school. How to prepare to access those services and what those services are that the students may need in the future.

Social Studies: Discussed newly adopted Contemporary World History curriculum and the materials that will be need to support this change to Sophomore Social Studies.

World Languages: Discussed piloting of several possible chapters from new materials that they are looking at for possible adoption.

-Joe Thornton, Principal