

## Collaboration Day Reports – February 11, 2015

### **Franklin Elementary:**

Franklin Elementary staff members participated in our fifth collaboration session of the year on Wednesday afternoon, February 11th. It was an extremely productive session, coming at a very critical time. In addition to data gathered through a wide range of classroom assessment strategies we recently collected data through DIBELS (Dynamic Indicators of Basic Elementary Literary Skills) and MAPs (Measures of Academic Performance) in reading and math. This collaboration session gave us an opportunity to get together to look at the collection of data as it relates to student progress school wide.

Classroom teachers, Special Education and Title I/LAP staff members met at 12:45 p.m. in the library classroom. We first viewed a ten minute video that explained the new MAPs website and how to use the newly formatted reports to aid in program design, goal setting and progress monitoring. After discussion we turned our attention to the data gathered from testing, both fall and winter. Each grade level received a notebook containing DIBELS and MAPs data for all of their students, recording forms and referral forms. A discussion regarding data review steps took place, and then grade level teams, Special Education and Title/LAP teams broke into their respective groups.

Grade level groups reviewed their full classes and recorded names and scores of students that appeared to be struggling according to the preponderance of evidence. They also celebrated successes of students that are showing excellent growth and the factors contributing to that success. Teachers identified students most in need of additional assistance and filled out SIT (Student Intervention Team) referral forms indicating history of scores, interventions used, etc. Parents have been and are being notified if their child is demonstrating a need for modified and or additional interventions. The referral forms then go to the SIT team for review. The team will assist the teacher in implementing intervention strategies/treatments that haven't yet been tried and continued progress will be monitored.

The Title I/LAP team looked specifically at students that are receiving those services. They looked at specific skills that students are and are not demonstrating, as compared to the interventions that the students are receiving. They were able to adjust interventions and groupings for some of the students as a result. The Special Education team reviewed progress monitoring strategies related to curricula now being implemented and also reviewed data for students that are served. This information is being used to adjust interventions and groupings.

District wide specialists including P.E., Music and Art continued their work together. A key conversation in all of these departments this year is the role of math and language arts in these arenas. In addition, specialists are aligning program expectations, enhancing offerings and bringing new strategies to bear. Elementary P.E. staff members discussed implementation of new equipment and related activities. K-12 music teachers continued to unpack current Washington state music standards and discussed programming modifications necessary to fully meet those standards.

All groups outlined plans for their next collaboration sessions. These plans include but are not limited to:

- Continued review of progress monitoring and corresponding adjustment of interventions
- Creation of common math assessments
- Creating new lessons in science aligned with Next Generation standards
- Alignment of spring social studies lessons
- Creation of new grade level writing prompts
- Extensions of reading and math beyond current curriculum
- Continued adjustment to Common Core standards
- Strategies to prepare for new testing format

We are very grateful for the time we are able to spend together on these days. As a result of Wednesday’s work, many students will experience adjustments, based on data and identification of effective practices, designed to enhance their learning growth. Teachers have shared strategies, celebrated successes and applied collective experience toward this goal. I appreciate the effort and commitment of our staff members to make the most of this time. It is our goal that more students achieve higher levels of success through these efforts. Please contact me if you have additional questions. Thank you!

*Bill Holman, Principal*

**Jefferson Elementary:**

The certified and classified staffs from Jefferson Elementary School met to collaborate. Each grade-level and specialist teacher discussed the following items:

Kindergarten	The kindergarten teachers at Jefferson discussed and made lists of students who are low in reading and math at mid-year. We collected math and reading materials in baskets for volunteers/teachers to use with students not meeting benchmark. At the next meeting we plan to discuss the ability to use the materials, and reflect on student’s progress, discuss which activities seem to be the most successful. We will re-evaluate which students may need extra support.
First Grade	The Jefferson First Grade Team: Jill Brockmier, Stephanie Horn and Jessica Bydalek met. We looked for and discussed rich tasks for implementation in our classroom. We got lots of research done and found many activities that have rich tasks for us to implement from websites that Joni Stevens (our local MMRE expert) recommended. At the next collaboration, we plan to make our working list of rich tasks even bigger.
Second Grade	Jefferson 2 <sup>nd</sup> grade teachers worked on Topics 1-4 vocabulary sheets, met with WSU professor for social studies lesson, and discussed mid-year benchmark results. We created

	<p>pictures of each vocabulary word/phrase.</p> <p>We met with Dr. Price from WSU to discuss TL330 Final Project Social Studies lesson and how to coordinate their lessons into our curriculum.</p>
Third Grade	<p>The Jefferson Third Grade teachers earlier this week administered a practice Smarter Balance Reading Test. During this collaboration time the teachers analyzed various students' responses and then proceeded to identify areas for student improvements. The JES third grade team then developed a strategic plan to better meet these needs. At the next district collaboration these ideas will be shared with all third grade teachers as we continue to push our students to higher levels of achievement.</p>
Fourth Grade	<p>Jefferson 4<sup>th</sup> grade teachers analyzed and discussed our most recent MAPS and DIBELS data. We then scored and discussed trends we saw in an ELA writing performance task/Theme Test 3 Writing Prompt that we gave last week. From that discussion, we planned organization/elaboration lessons that use informational text related to our Electricity and Magnetism Science Unit.</p> <p>Finally, we met with the 3<sup>rd</sup> grade teachers to learn how to score the interim SBAC.</p> <p>Next steps – We will continue to analyze and discuss upcoming Math and ELA practice performance tasks that we designed today and plan future intervention lessons integrated with upcoming science and social studies units. We will also develop a schedule for taking practice Math and Reading CAT tests for SBAC, so students are familiar with the tools that they will be using and the types of questions they will be asked, as well as make sure we are prepared to comfortably administer those tests.</p>
Fifth Grade	<p>Joni Stevens, Jenny Barnes, Scott Wilson met to discuss ways to share teacher-made materials and experiences for teaching division with fourth grade teachers. We created a schedule and a check out system for shared materials. We would like to see what other overlaps exist as a result of Common Core Standards.</p>
PE	<p>PE met at Franklin and discussed the procurement, assembly, storage, and distribution of the new shared equipment that we are getting next year. We are in the process of developing a calendar for who has use of a particular piece of equipment at a particular time, and for how long. There will be a request for storage at a district facility, as well as transportation.</p>
Special Education	<p>Jefferson special education staff, including our Speech Therapist Jessie Armstrong, discussed different ways we have been delivering instruction in the area of writing. Jessie introduced a writing program called EET that she has had success with. We thought it would be a great supplement to our current activities, especially for younger students who have very limited reading abilities or language delays. At the next collaboration meeting we plan to resume our work on programs for children on the Autism spectrum.</p>
Title I /LAP	<p>We reviewed grade level test scores to determine which students are eligible for academic support services and which students are ready to be exited from the program. We also collaborated with Dr. Sarah James, our school psychologist, to develop a targeted approach to address individual students' areas of strength and weakness. At the next collaboration, we will analyze our new student groups to determine whether each student has been correctly placed, and we will review the list of executive function activities that Dr. James will be giving us to meet the needs of some of our students.</p>

**Sunnyside Elementary:**

Sunnyside Elementary met on February 11, 2015 and began the afternoon with a whole building meeting to discuss changes such as new laws that have gone into effect, report card alterations, and changes in the end of the year expectations. The teachers and paraprofessionals then broke into grade level and department groups to collaborate about how the changes affect students at their levels, using data as a main focus.

**Kindergarten-** The kindergarten teachers worked on student growth data, reviewing MAPs and DIBELS assessment scores. They were able to dig deeper into the DIBEL information to examine growth over the course year, using this information to adjust teaching and learning that is occurring.

**First Grade-** The First Grade team looked at MAPs and DIBELS data and identified students who need intensive academic support to meet the end of the year benchmark. The data also helped to restructure student learning to address all student learning, from low, middle and high.

**Second Grade-** The group organized the DIBELS and Map data, looking at growth and students in need of intervention as asked to do by administration. Later that day they met with Paul Price to learn about and discuss the WSU-PSD diversity. We established dates for WSU students to observe the three second grade classrooms and then dates for said students to teach a one hour lesson to the same students.

**Third Grade-** The third grade team worked on Data review so that the group could ascertain who may need interventions put in place. The data allowed us to look at interventions, adjustments to teaching as well as extending learning to broaden the lesson taught.

**Fourth Grade-** The fourth grade team spent collaboration reviewing student data and ranking students based on winter MAPs and DIBELS who may need further intervention, or extension of lessons.

**Fifth grade-** As a fifth grade team, they looked at, recorded and discussed the reading and math data of their students. Using this information as well as classroom observations, they discussed possible referrals to the SIT Team.

**Special Education-** The team discussed future planning for specific students and staff training during conference week. The group discussed the impact of testing on future scheduling and student modifications. The team discussed the importance of using structure to support executive functioning and increasing engagement and time on task.

**Title1/LAP-** Mrs. Bruya worked with grade level teams to assist in providing intervention and differentiation strategies for students. Mrs. Anderson worked on comparing progress monitoring data, classroom data and DIBELS data to fine tune teaching strategies that allow for differentiation of all students.

**Library-** The elementary library staff continued working on updating the records on math related picture books in each of their library's to reflect the various mathematical concepts each book focuses on. This will improve patron's ability to search for more math specific materials.

Julie Udy worked on researching information related to library collections and curriculum as the secondary staff will pursue developing a proposal for the CAC regarding the library curriculum collections and the Curriculum Development Adoption Cycle. Questions were sent to Dan Hornfelt to provide us with accurate information related to the funding of the library and a question related to a potential area of additional funding in the future.

**Music-** Music met as a district team and examined the music standards for the state of Washington using the WMEA document. The document shared strategies on music education, connecting literacy, artistic process, student performance, and orchestra.

### **Lincoln Middle School:**

Wednesday's collaboration day was spent working in grade level department teams. With the time, each team began looking at the Smarter Balanced assessment and the practice tests for students. Ensuring that students get enough exposure to the assessment is critical as we come up this spring and taking the assessment for the first time. Our Science team is planning an engineering night in the spring. The time was spent clarifying the standards and strategies to be covered and used till this night. The team also spent time looking at the MSP online assessment for Science. This year will be the first year we have taken the assessment online. Our math group focused on grading expectations and consistency amongst grade levels with learning targets. Our outstanding district music team also met at LMS and examined music standards for Washington State using resources from the Washington Music Education Association.

Overall, it was time well spent focused on the learning of each and every middle school student.

*-Cameron Grow, LMS Principal*

### **Pullman High School:**

**Counselors:** Discussed High School and Beyond Plan updates and state requirements. Reviewed next year's scheduling. Counselor attended Whitman County School Counselors meeting to discuss high school diploma changes and graduation requirements.

### **CTE:**

CTSOs (Career and Technical Student Organizations)

- Skills USA
- DECA
- FCCLA

CTE Courses

- Changes to Yearbook

- Trends
- Digital World
- Career Choices
  - Pitch to juniors next week as part of CTE Month
  - Prepare for registration
- iLive

CPR (Carl Perkins/CTE) Binders  
 Advisory Committee Meetings  
 Continuing Ed

**English:**

- I. Reviewed English-Science 9<sup>th</sup> grade collaboration
- II. MAPS Testing
- III. Shakespeare Discussion
  - Should students be required to read a whole, difficult text each year?
  - How can we make this fit Common Core?
  - Sophomore teachers will consider teaching the whole text of *Macbeth* next yr.
  - Conclusion – Freshmen will read some of the play
    - Sophomores will read the entire play
    - Upperclassmen will read the entire play
- IV. Smarter Balanced Assessment
  - Reviewed requirements and components
  - How much time should we spend on test prep?
    - Freshmen – 1-2 times per year
    - Sophomores – 2-4 times per year
    - Students should become familiar with the format
    - Fit what we are teaching into our established curriculum
- V. AP Practice Test
  - Reviewed AP practice day on March 11
- VI. Professional Development
  - Try to get 2-3 teachers AP trained this summer

} Writing one analysis essay

**Health and Fitness:** Discussed spring activities while moving out of the gym on 3/9. Discussed planned scope and sequence for next year’s freshman class. Met with Freshman English teachers on a shared project idea.

**Library:** Julie Udy worked on researching information related to library collections and curriculum as the secondary staff will pursue developing a proposal for the CAC regarding the library curriculum collections and the Curriculum Development Adoption Cycle

## **Math:**

1. Department
  - Discussed the Contemporary Math course and possible switch to a more discrete math course.
  - Discussed mixing the teaching assignments for next year.
2. Team time
  - Algebra II & Pre-calculus teachers met to coordinate the teaching of logarithms between the two courses. Devised a new activity for Algebra II which should develop better understanding of the concept and notation. Revised the sequence of instruction for logs in Pre-calculus.
  - Geometry teachers met to coordinate the planning of the course through the rest of the year. They also shared ideas on instructional strategies to use for certain lessons (manipulatives, etc.)

**Music:** Examined the music standards using the WMEA document to guide the discussion about music classes in the Pullman School District.

## **Science:**

- I. Jake reports on Science leadership network happenings
  - a. NGSS
    - i. No testing until 2019
    - ii. No talk about which grade levels will be covering which topic
      1. No discussion yet on Earth Science requirements
    - iii. No officially vetted NGSS approved textbooks as of yet
  - b. What is the district's plan for adopting NGSS
    - i. Should we look into setting up a meeting K-12 to talk about the changing science requirements?
  - c. Look into adding a CTE natural resource class to meet the core24 and NGSS standards
- II. Upper classmen in science classes
  - a. Is there a way to easily survey and see how many upper classmen are taking science courses in running start?
- III. Third year of science instruction
  - a. If upper classmen want to take a third year of science they need to choose whether they want to take the math heavy course (physics and chemistry) or the courses light on math (human biology or ag classes).

- i. Applied science or reimplementation of natural sciences course could be added to the course catalog to alleviate the need to choose your course based on the necessity to do mathematics or not.
    - 1. It might also help with getting our students a third year of science and also meeting the requirement of earth sciences in NGSS
- IV. EOC and struggling students
  - a. For students in science essentials, can we send them through the progression of: science essentials, physical science, biology? Do they need to take the EOC as sophomores or can they take it as a junior?
- V. Reflection on the English/Science collaborative project
  - a. Some science teachers are still unsure about the expectations for themselves or their students.
    - i. Want to improve timeline for project
    - ii. Make clearer expectations
    - iii. Implement some type of required, guided feedback from science teacher to students on their presentations to ensure quality products
    - iv. Think about tightening parameters and expectations for next year
      - 1. Sit down with English dept. again and make a timeline as well as clear expectations for both parties.
  - b. All in all, the project is going well and worth doing again next year with a few significant improvements.
- VI. Breakout time with like classes
  - a. Biology teachers talked about what topics, activities, and labs can we use and share over the remainder of the semester
    - i. Developed a scope and sequence with a timeline
    - ii. Also discussed preparation for the EOC and consistent expectations and curriculum between courses.
  - b. Physical Science teachers also discussed curriculum and possible lab activities for the remainder of the semester.

**Special Education:** Watched a CCTS video on age appropriate assessments for transition and discussed different assessments available. We discussed different ways to determine transition services including the following: informal student interview, parent interview, student observation, student questionnaire to establish interests and preferences, and interest inventories. We also looked online at the MECA Interest Survey and discussed how the information would be helpful to writing transition goals.

**Social Studies:**

- 1. Middle school adoption—HS view/input/participation
  - a. *We discussed middle school scope and sequence*
- 2. Civics update—possible lesson collaboration



- a. Spend time on the civics class. It is broken down into 3 main areas (government structure, political spectrum, and civil engagement), looked at simulation/hands on activities for each unit, discussed researching (have done some of this already) simulations/mock elections/etc., for each unit.*
3. Smarter Balanced eval—look at SS writing
  - a. Looked at several smarter balanced rubrics, looked at possible rubric for 10<sup>th</sup> grade. Will work with English department to determine a possible base rubric.*
4. English/SS rubric evaluation
  - a. looked at creating a similar rubric*
5. Common language on writing input?
  - a. Determined that common language on writing from middle school to high school on all writing would be positive: (Thesis, evidence/concrete detail, analysis/commentary, etc.)*

**World Languages:** We had a discussion about deep and surface culture as a focus for World Language Week. We then chose specific activities and customized them to address our theme. We began to schedule the activities for the week.

We also discussed the feasibility of attending the WSU Language Day on March 26.