

Franklin Elementary:

At 12:45 p.m., subgroups gathered as follows for the indicated activities/work:

- Franklin classroom teachers and Title I/LAP staff met in the library classroom. Stephanie Bradshaw shared information from the Literacy Leadership workshop that she attended on the previous Monday. The presentation reviewed Common Core writing expectations and implications for teachers/grade levels. Staff members expressed a desire to continue work on a school wide process that ensures a consistent scaffolding of writing skills as students move through the grades at Franklin. At 1:30 p.m., Title I/LAP staff and intermediate teachers broke into their respective groups and Mr. Holman met with teachers in grades K-2 to discuss new Washington State requirements regarding reading proficiency. At the conclusion of that discussion, primary teachers also broke into their respective grade level groups. Work for the remainder of the day included:
 - Continuation of unpacking standards in math, writing, reading and science, including transition to next generation science standards.
 - Development of common writing prompts for the remainder of the school year including schedule of implementation and assessment.
 - Creation of editable rubrics for CCSS/SBAC English/Language Arts assessments.
 - Continued review of data (Title I/LAP) focused on students at the intermediate level.
- Elementary special education teachers met at Jefferson elementary school along with special education teachers from Lincoln Middle School. They collectively worked on transition planning schedules for students moving from 5th grade to sixth grade. They discussed additional topics such as WA-AIM testing for students.
- Elementary PE teachers met at together to continue work on programming with newly acquired equipment. They discussed implementation of games that connect academic topics to PE elements, “Mathopotamia”, for example.
- Elementary music teachers met with secondary music teachers at Lincoln Middle School. They discussed technique (Warm-ups, note reading, student teacher mentoring, Rhythmic reading using numbers, etc.) and standards (including assessments and processes.)
- Art teachers met district wide to continue prior work.
- School psychologists/test coordinators met to solidify testing plans.
- ELD staff discussed the current middle level program and possible upgrades and modifications.

Our final collaboration day is scheduled for Wednesday, April 29. Franklin Elementary School will be hosting the other elementary schools. Work on that day will include (not limited to):

- Continued work on reading proficiency definition for grades K-2, as mandated by law
- Continued work on testing and reporting procedures
- Using data to evaluate effectiveness of strategies implemented thus far in reading, writing and math

Jefferson Elementary:

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

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| Kindergarten | Kindergarten teachers looked at reading materials and assessments. We recommend StoryTown on level reader, "Pam and Hal" should be used as the end of the year assessment. Students must read with 92% accuracy and teachers must follow StoryTown script. In addition to this assessment we recommend the students must know all 52 letters and 26 sounds with 100% accuracy as well as read sight words with 80% accuracy. |
| First Grade | First grade teachers worked to align science lessons with a next gen science focus. We discussed methodology to determine grade level standards in reading to be used on the report card. We met with K-2 teachers to discuss measurement of state stand achievement. |
| Second Grade | The second grade team continued to work on math vocabulary sheets. As well, we discussed how to identify students who have or have not met grade level standard in reading. We also followed up on the social studies lesson with Dr. Price. |
| Third Grade | Sandra Casanova, Elaine Kelly, Marie Wallace established a calendar for administering the math interim SBAC assessment. Planned agenda for the district-wide SBAC meeting on March 13. Reviewed the K-5 keyboarding curriculum offered by Handwriting Without Tears to see if the sequenced keyboarding skills offered for K-2 would provide the necessary readiness skills for incoming third graders to achieve success in word processing. At the next District collaboration we will look at consolidating the reading strategies and intervention piece of Senate Bill 5946 in preparation for meeting with parents later this spring. We will also begin planning for next year. |
| Fourth Grade | The fourth grade teachers at Jefferson spent the entire time discussing and reviewing student data after taking the ELA Smarter Balance Interim Test. We reviewed and studied the exemplars for items on the ELA, and graded our students' responses based on their rubrics and exemplars. We discussed trends we see among the 4 th graders and have identified areas our students show weaknesses and need additional support and guidance through some upcoming mini-lessons. |
| Fifth Grade | The fifth grade teachers at Jefferson shared instructional strategies and teacher made materials in math. Examined ways to create entry points for students not meeting standard in fractions. We also worked with 3 rd and 4 th grade teachers for support in administering the interim SBAC assessment. |
| Library | The elementary library staff : <ol style="list-style-type: none">1) Discussed whether or not to continue the Young Reader's Choice program for the 4th and 5th graders for the 2015-16 school year.2) Increase access to specific reading materials based on student interest.3) Update on PEF Grant received to purchase math-related picture books.4) Continued working on updating the records on math related picture books in each of the specific libraries.5) Began work on updating catalog records to reflect award winning books, (Newbery, Caldecott, Coretta Scott King, etc.) so when patrons search for these types of resources, the records in the online catalog will be accurate. |
| Speech/Comm. | The Communication team reviewed the new version of the Clinical Evaluation of Language Fundamentals -5 and noted changes from the previous version and practiced implementing new testing items. |

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| Special Education | The elementary and middle school special education teachers met today. We talked about: 5 th grade transition meetings (how they will work, what paperwork to prepare) SBAC IEP Goal writing Continuum of services offered to special education students in PSD. |
| Title I /LAP | The Jefferson Title 1/LAP team first met with the kindergarten teachers to help determine appropriate assessments for measuring whether or not students have met the end of year reading standard. We also reviewed the list of activities designed to increase students' processing speed which was given to us by Dr. Sarah James after our last collaboration meeting. Then we analyzed our students' progress and made adjustments to our instructional plans to better meet students' needs. In particular, we focused on implementing strategies to increase second grade students' reading fluency and third grade students' math fact fluency. We are looking forward to our collaboration day in April when we will work with our district team to further refine our recently adopted intervention programs. |

Sunnyside Elementary:

Sunnyside Elementary met on March 11, 2015 and began the afternoon with a whole building meeting to discuss changes in teaching writing. Stephanie Bray and Kym Dye led the staff in a hands-on learning task that encouraged teachers to persuade others to change their opinion about a certain topic. The two leaders explained how this type of technique could be used with students to make the introductory setting of writing hands-on and engaging. Kindergarten through second grade then met to discuss implementation of ESSB 5946, investigating which assessments would provide parents with the most information on how their student is performing in the area of reading. 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 and First Grade – The kindergarten teacher and first grade teachers worked collaboratively to create anticipation guides for rich math tasks. This will help to strengthen math reasoning skills for students. This work will be shared with all district first grade teachers at the next district collaboration day.

Second Grade- The second grade worked together to create a math study guide for each topic in Envisions. This task connects directly to the schools' improvement plan focusing on math and reading as a whole as well as linking all 2nd grade classes to have a unified vision. This vision includes Big Ideas for Adults and areas of focus for students.

Third Grade- The third grade team looked at practice assessments for the SBAC ELA (English language Arts) performance tasks. They examined three different performance tasks that included opinion writing, narrative writing, and expository writing. Then they collaborated to create practice writing tasks to better prepare their students for the type of writing expected for future tasks.

Fourth Grade- The fourth grade team spent collaboration reviewing SBAC information, working on writing that supports the changes in writing tasks. The team will use the information from the SBAC to guide future instruction.

Fifth grade- The fifth grade team revisited the Smarter Balanced Library reviewing the fifth grade curriculum cycle to ensure student success.

Special Education- The Special Education team met as a district unit to discuss future planning for specific students, focusing on WAAIM. The staff worked together to discuss SBAC adaptations and modifications for students with special needs. They also reviewed student transition protocols and goal writing for students that will transition to the middle school.

Title1/LAP- Mrs. Bruya and Mrs. Kohles worked with K, 1, and 2 classroom teachers to discuss end of the year assessments in reading for all K-2 students. The group discussed the pros and cons of using MAPs reading scores, Storytown Benchmark assessments and/or running records to determine student reading success. The teachers then worked on comparing progress monitoring data, classroom data and DIBELS data to fine tune teaching strategies that allow for differentiation of all students.

Library- Elementary Staff—Will continue to work on updating catalog records to reflect award winning books, (Newbery, Caldecott, Coretta Scott King, etc.) so when patrons search for these types of resources, the records in the online catalog will be accurate. This project will increase the ability for patrons to search for award winning books more efficiently and will strengthen the SIP Goal established for this year's collaboration related to increasing reading opportunities for our students.

The elementary library staff:

- 1) Discussed whether or not to continue the Young Reader's Choice program for the 4th and 5th graders for the 2015-16 school year.
- 2) Discussed genre labels and how they would increase access to specific reading materials based on student interest. A possible project for collaboration next year.
- 3) Update on PEF Grant received to purchase math-related picture books for each elementary library.
- 4) Continued working on updating the records on math related picture books in each of the specific libraries to reflect the various mathematical concepts each book focuses on.
- 5) Began work on updating catalog records to reflect award winning books, (Newbery, Caldecott, Coretta Scott King, etc.) so when patrons search for these types of resources, the records in the online catalog will be accurate.

#3 and 4 will allow patrons to search for materials more efficiently, specifically math and award winning books. Updating the catalog records meets the SIP Goal established at the beginning of the 2014-15 school year for collaboration by increasing our students' ability to locate specific types of resources to aide in increasing students reading and/or math scores.

Music- Music met as a district team presenting information from the conference connected to improving student learning. Topics included technique- lip benders, refreshing warm-ups, note reading, mentoring student teachers, rhythmic reading using numbers, warm-up movement to get the brain focused, vowel shape/consonant articulation showing tone appropriateness to vocal literature, methods approach to learning instruments consistent in the northwest. The team tests and decides whether or not to utilize some of these techniques in the classroom.

Lincoln Middle School:

Lincoln Middle School had another great day of collaboration. Many teams met to finalize plans for the end of the school year and look to look at data to drive their instruction. A few highlights from the day include:

The science department spent collaboration finalizing the details of our engineering week, which will be held the week of April 13th. During this week, all of the students at Lincoln Middle School will participate in the same engineering challenge, to designing a cargo ship. The students will research the history of cargo ships in their English classes and will design and test their designs in their science classrooms. Initially, students will work in teams of three to design and test a boat. On Thursday, students will individually design a boat and test it with their families during our engineering parent night. Friday will be spent reflecting on the engineering process. This is a great collaboration between our science department and our English/Language Arts team.

Our district music team presented information on recently attended workshops and how they will connect that to student learning in their classrooms. Topics included technique-lip benders, refreshing warm-ups, note reading, mentoring student teachers, and rhythmic reading using numbers. The team also discussed assessments coming up and how that plays a role in our student growth rubrics.

Lastly, our LMS Language Arts team finalized plans for more common assessments to be conducted at the end of the school year to assess writing. We will be using SBAC practice items and score these items using the Smarter Balanced rubric. These writing samples will be scores and placed, with a tracking sheet, in a student portfolio. This portfolio will travel with the student to the next grade. Our math team began to look at math placements for next year. They worked on digging through past MAP and MSP data to ensure they are catching trends so we can place kids correctly. They also looked at trends for our two groups of advanced math classes to see if their growth is continuing and what that might look like for next year.

Pullman High School:

Art: Evaluated the state arts core and how to integrate into the curriculum. Discussed a guide for students on how arts benefits overall learning in all curriculum areas.

Counselors: Reviews SBAC and test coordination.

- **CTE:** Middle School Visit Friday, 3/13
- What Do Students Need to Learn?
 - Keyboarding
 - Is keyboarding being implemented at the 6th grade level?
 - Listening
 - Study Skills
 - Student responsibility/accountability
 - Improving Study Skills
 - *Brain Rules*
 - Going to read and discuss at next meeting
 - Component of Career Connections class?

- Possible Natural Resources class as a science course to create a sequence for Case curriculum
- CTE Group Advisory Meeting

English:

Scoring Training and Practice: AP Language and Composition

Review Test and Scores Read All Prompts Review Scoring Guides

Group for Scoring #1 Synthesis (Jen, Raeiah, Diana)

 #2 Analysis (Danielle, Craig)

 #3 Argument (Laurie, Julie)

Read Student Performance Q and A (for your question only)

Simultaneously score samples—hand out scoring commentary & review with individual groups

Score live essays

Health and Fitness: We plan to be finalizing the structure and curriculum for the new freshmen PE/Health course. We have done a great deal of work on this so far, but realize that by the end of April we may be able to best evaluate how we may need to adjust portions to fit with the spaces we will have available at the start of next year.

We will also focus on how we plan to grade this course. (Whether it will count as two grades or one lumped together and how each component should be weighted.)

Library: The secondary library staff:

- 1) Continued working on developing a proposal for the CAC regarding the library curriculum collections and the Curriculum Development Adoption Cycle.
- 2) Analysis of each of the libraries' collections and budgets were performed and discussion took place.
- 3) Discussion took place regarding what needs to be done next and how best to proceed with the proposal.

Math:

1. *Sharing strategies for developing vocabulary*

a) *What we currently do:*

- *Sherree uses vocab cards separated into five sections*
 - *she gives credit for completed cards*
 - *has students self-organize them (ex. alpha or by unit)*
 - *allows their use on tests*
- *Lisa uses a binder to organize vocab and important ideas:*
 - *personal notes, glossary, important properties, homework, activities, quizzes, tests, demonstrating knowledge of Skyward gradebook (missing assignments)*
- *Tim lets them use lists of vocab on tests*

b) *Research on language acquisition shows that to develop vocabulary in ESL students that you need intentional activities where students are actively engaged in using the vocabulary verbally*

Ideas for developing stronger vocabulary:

- *during a student presentation – part of the rubric could use a vocabulary count when students use terminology correctly in appropriate context.*
- *Math Password – pairing students together, one with a sheet of prompts regarding concepts related to graphing, the other with a graph; see if they can communicate ideas with appropriate language*
- *Oral quizzes – to assess vocab acquisition*
- *Opposing Circles – inner circle has definitions; outer circle must identify appropriate word*
- *“I am a ...; Who is a...” Chain – cards with two parts: 1) The answer to another question: ex. I am a square. 2) Next question: Who is a polygon with 3 congruent sides? Chain does not end correctly if an incorrect answer occurs. Can switch cards multiple times*
- *Review packet at beginning of year handed out; focus at the end of every unit on which problems have now been covered; emphasizing understanding instructions and terminology.*

c) *Goal: everyone to try one thing before the end of the year to be intentional about vocab*

2. *Revisiting Monkey business activity developed last year during collaboration*
 - *Tim reported on his progress this year*
 - *Discussed anecdotal evidence from past year and this year*
3. *Organizing student resources ideas*
 - *Fill-in detail page (ex. Calculus Stuff List shown)*
 - *Notes page for lesson*

Music: Each member presented information from the NAFME conference connected to improving student learning. Topics included technique: lip benders, refreshing warm ups, note reading, mentoring student teachers, rhythmic reading using numbers, warm ups- movement to get brain focused, vowel shape/consonant articulation showing tone appropriateness to vocal literature, methods approach of learning instruments consistent in the northwest.

Information shared from website links sent out from Bob Maxwell:

From Nat'l Coalition for Core Arts Standards: Cornerstone Assessment: 8th grade performing rubrics and content to assess provided to aid in individual student assessment.

Artistic Processes and Anchor Standards (also from Nat'l Core Arts Standards) Definition for creating performing/presenting/producing, responding and connecting along with action descriptions of how students will show these processes.

Also discussed WMEA-assisted bill development to mandate each elementary school student receive 100 min of music instruction weekly, taught by a music-endorsed specialist.

Science:

Topic: EOC and struggling students

Problem – lack of tracking of students. Are science essential students (not having had the opportunity or will ever get the opportunity to take physical science) still struggling to pass the biology EOC the next year? How many of the essential students are going into straight biology or how many are going into Ag Biology? Are they passing at the same levels of their peers?

Solution – Pre and post tests given in April in all science classes. This will facilitate tracking and provide information on how to better help students that might struggle. Pre and Post tests will be developed at next collaboration

Topic: Science Presentation Evaluation

We went through Mr. Bledsoe's science presentation evaluation form to see how it could be improved so it can be used in all science classes. Once modified it can be used to collect student data based on showing improvement in Presentation ability... and will help with senior boards.

Special Education:

What will you take away (new learning) from today's collaboration meeting?

We discussed and collaborated on IEP online, accommodation packets, and worked on student behavioral and academic data. We also worked on problem solving student paraprofessional schedules.

What questions do you have?

When can we get MECCA on computers used in Kristen and Becky's classrooms?

What additional training/information/discussion is needed?

We would still like to discuss researching new transition skills curriculum as a department.

Social Studies:

Discussion centered on two areas: Technology needs for 21st century SS classroom and the new Civics graduation requirement and HQT status. Time was spent researching the OSPI requirements and questions were posed.

World Languages:

Discussed plans and activities for the upcoming World language Week at PHS. How to integrate all the activities into each class and what do we want students to take away/learn from the week?