

## January 27, 2016 Collaboration Day

### Elementary Report

The staff from all of the elementary schools met to collaborate. Grade-level and specialist teacher groups discussed the following items:

Kindergarten	The kindergarten team discussed and made changes to the report card to better reflect the common core standards. We also discussed our concerns in the area of writing. WE began working on our literacy centers but ran out of time. At the next district collaboration in April we plan to continue working on our literacy centers and planning our themes for full day kindergarten.
First Grade	First Grade Teachers reviewed and discussed Common Core State Standards for English Language Arts. We identified the most salient components that should be on the Report Card. It was agreed that a along with the report card a continuum of learning should be developed to assure the standards become more understandable for parents and students. We plan to gather anchor papers for the three types of writing (opinion, narrative, expository). From that we will design draft rubrics and share at the next collaboration meeting
Second Grade	Second grade discussed what each school does for writing instruction. It was a mixed bag of topics, with no two schools doing the same thing. We went over the possible changes to the report card and felt most potential changes were acceptable. Margi Vogel shared how she teaches the intensive reading class at Jefferson. This led to more discussion/sharing of the different formats used for intervention at all 3 schools.
Third Grade	The third-grade team met to discuss the strengths and areas for growth in our writing instruction and curriculum, especially in light of our recent Interim SBAC experiences and data. Targeted strategies and skills for instructional goals to be used were also addressed. Teachers spent time to discuss recent recommendations made for the highly anticipated online grade reporting program and corresponding revised report card. Feedback was given to address learning behavior goals that third-grade teachers felt were important to keep.
Fourth Grade	4 <sup>th</sup> grade discussed report card changes (voted on line item wording), our preferred method for a scale, and the wording of behaviors. We also discussed writing curriculum and ways we could write more in the curriculum, as well as discussing and summarizing our writing survey results. We also discussed our large class sizes and some strategies to accommodate that many kids in our classes. Finally, we looked at a new Interact program on Geometry.
Fifth Grade	5 <sup>th</sup> grade teachers discussed Writing survey results from Each School (copy given to JES Admin). Discussed Report Card Minutes and Conference suggestions (Meghan will submit to RC committee). Reviewed the ELA plan. We identified interventions that are working in our schools for ELA and Math. We discussed ways to improve reporting on student progress and how to utilize MAP data along with classroom assessments. At the next collaboration meeting we plan to work with 6 <sup>th</sup> grade teachers for better transitions for our students to LMS.
Academic Support	Academic Support and Special Education teachers from the elementary and middle schools met to discuss the Read 180 intervention program. We shared information about the sequence of instruction and how to expand students' access to books outside of the program. At the next collaboration meeting we would like to delve deeper into the program data to identify students' strengths and weaknesses and identify strategies to meet students' needs.
Special Education	Elementary and Middle School Special Education teachers met in conjunction with the academic support teachers to discuss issues related to the Read 180 reading intervention. We discussed issues surrounding sequencing and pacing of workshops and how that affects the middle school program. Then the Special Ed teachers met separately with our speech therapists to discuss alternate Washington state assessments for our third through eighth grade students.
PE	The Elementary PE teachers met to discuss ways to support math and reading instruction through physical activities. We met with a WSU representative to discuss the Fit Kids program that encourages all students to do something to promote fitness every day.

Library	Elementary Library techs met to watch a presentation and discuss about disability awareness. We transitioned to learning about the Chromebooks and the Chromebook carts
Music	The all district Music faculty met at PHS to discuss: Music Model Cornerstone Assessment processes- how to streamline our assessment procedure to link up with National Standards. Ways to find opportunities for students to work in groups and use peer teaching models to learn concepts Theresa Meacham shared a website/resource for teaching rhythm which was very valuable and interesting!
Preschool	During collaboration the special education preschool teachers created a document to help aid in transitioning preschool students to kindergarten. They also created a schedule for transition meetings that will take place in the spring. In addition to the preschool-kindergarten transition document, they reviewed and revised a transition continuum of support services for the general education classroom that will aid in easing the transition process
Office Support	The office support paraprofessionals discussed strategies for working with specific and general behavioral issues. We also continued building on disability awareness, including ways to work with students who have disabilities and who have different needs than the general student population. In addition, we discussed our specific job responsibilities, working on clearly defining the ways that office support paraprofessionals help out our schools.
Secretaries	Jennifer Hamilton came to discuss fundraising and new requirements for tracking/reporting. Discussed receipting practices for Elementary schools when receiving funds.

## Secondary Report

### **Art:**

District art staff continued the discussion and planning for the all district art show to take place on May 16<sup>th</sup>. We are coordinating the following: Lumber has been purchased and will be delivered soon, panels to be built between now and May and discussed goals for the art show.

### **Counselors:**

PHS/LMS continues the work of developing the district comprehensive guidance and counseling curriculum. Discussed the High School and Beyond Plan process. Discuss the development of a social thinking curriculum.

### **CTE:**

PHS/LMS CTE team discussed updated frameworks for Channel 3, articulation agreements with community colleges, precision exams to be used in each CTE area and possible curriculum updates for 16-17.

### **English:**

PHS/LMS English team discussed data analysis/tracking.

Are we using data?

-Board 1: data we use

-Board 2: what we wish we did

-Board 3: what we would like from administrators

How should we use data?

- Look at district data of 6-12 MAPS and SBAC
  - Look at where these kids are being successful? Bad day or a trend?
- Testing hole in 9th grade?
- How do we handle the serial non-passers? (LMS and PHS)

What is data?

- Are grades data?
- Should we have common tracking for TPEP goals?
- What can/should we use? (Breakout)

### **Health and Fitness:**

PHS/LMS team discussed ways we already support ELA students (shared ideas) and come up with new ways to support. Provide multiple ways of instruction and learning (visual, written, etc.)

“Movement is an international language”.

Discussed ways we already support mathematics (shared ideas) and came up with new ways to integrate it more. Allow students to calculate percentages for max lifts. Calculate personal target heart rate range. Amazing Race workout – integrate math questions at certain stations they have to complete to move on.

PHS staff gave brief update about the new frosh program. Built on fitness planning assignment LMS has, took it a step further and had students lead fitness workouts

### **Library:**

The PHS/LMS library staff worked together on “The Future of Reading is STEM” grant that was received via the Washington State Libraries and the Institute of Museum and Library Services. Each school, (SES, LMS, and PHS) need to have preliminary work done on the grant prior to receiving the 50 STEM books that will be coming in the next few weeks. This preliminary work will allow for the projects to be implemented sooner rather than later, as there are two reporting periods documenting work on the project. The midpoint report is February 20<sup>th</sup> and the final report is due March 30, 2016.

### **Math:**

PHS/LMS teams worked together to reach common understanding towards placement decisions for all grade levels. They were able to look at historical data while having discussions about whether students are ready to move to the next level. They also discussed instructional strategies to help differentiate their instruction in all classes.

### **Music:**

The district team began work on the NafMe Music Model Cornerstone Assessment. They discussed what “performing” at a proficient level looks like. They reviewed their work with practicum teachers and how each of them can help them grow and succeed. Conversation was also had regarding the influence of STEM in schools and how music can play a role as an ARTS component.

### **Science:**

PHS/LMS teams continued their work on the Next Generation Science Standards. They worked on developing a vertical alignment in the sciences that will incorporate the same vocabulary/terminology over the years to help ensure student success.

**Special Education:**

The district team worked on implementation of the Read 180 program at the elementary and middle school levels. They were able to dig through the data and find where students are continuing to struggle. Through this discussion it was determined that meeting earlier in the year with teachers and para-professionals is important to ensure success throughout the year.

**Social Studies:**

The PHS/LMS team began their look at the new middle school adoption and what possible holes there could be as students move through both middle school and high school. They also discussed the use of data and how to better inform each of their instruction through the use of the data.

**World Languages:**

The PHS/LMS World Language team discussed new listening resources and strategies – ex. students giving map directions, mini-dramas to buy, how to use the listening resources in the choir room