

May 1, 2013

Posted by Shannon Focht at 5/1/2013

Franklin Elementary:

Teachers including specialists and paraprofessionals were included in the initial discussion and activities which focused on PBIS. We briefly reviewed the effectiveness of the behavior lessons that were taught to all students within the previous several weeks. We then discussed the focus and common set of expectations, summarized in a slogan, words or acronym. After lively discussion it was agreed to Simply use the words Responsibility, Respect and Safety as the foci of all expectations. It was then agreed that the PBIS sub-committee would meet to work on the kick-off plan for the following school year before the end of May.

Next we discussed the draft school improvement plan, starting with the overall global goals for growth in math and reading. The discussion of goal setting led naturally to a discussion of how to best address student learning needs in reading and mathematics. As part of the work, table groups were asked to address the question: How can we build support for math intervention into the school day (in addition to before and after school intervention) utilizing existing resources. Many questions and comments emerged, helping to set the stage for planning for the 2013-14 school year.

-Bill Holman, Principal

Jefferson Elementary:

On the May 1 Collaboration Day, teachers worked together to review student data and to determine which students were on track to meet benchmarks by the end of the year. The data was tabulated to be used in determining student learning goals for next years's School Improvement Plan.

-Craig Nelson, Principal

Sunnyside Elementary:

Collaboration at Sunnyside Elementary provides teachers with continuing development of skills to assess and diagnose students' academic, social, and emotional needs in order to create rich, challenging, and rewarding learning experiences for all students. The impact of professional learning is demonstrated in the learning experiences created for students, thus resulting in increased student achievement levels.

Sunnyside staff reviewed MAP data from both the 2011–12 and 2012–13 school years. They evaluated strands in the math and reading testing data for strengths and weaknesses. They also analyzed average class growth in math and reading for fall–winter over the past two years to measure current progress as well as assess the effectiveness of the new math curriculum, EnVisions. The staff then used the data to determine who has met benchmark for their grade levels and determined next steps for creating student growth plans for those not meeting benchmark.

–Pam Brantner, Principal

Pullman High School:

CTE: Discussed employability skills being taught in each curriculum area. Discussed using guest speakers to enhance that portion of the curriculum.

English: Discussed and planned a diagnostic assessment that can be used to at the start of the year to look at skill base. Discussed and planned an additional grammar unit.

Health and Fitness: Looked at student data collected using the BFS system and how that data can be better used to indicate student growth.

Library: Discussed the new common core curriculum in certain areas and how that may impact the library research support piece provided by the libraries.

Math: Looked at Geometry student growth data and planned interventions for students that fail a test or a unit.

Science: Discussed and planned pre and post exams in Physical Science and Biology to be used as a measure of student growth.

Special Education: Looked at a reading intervention program and how that might be incorporated into classes.

Social Studies: Worked with 10th and 11th grade English teachers on how to support the common connections between English and Social Studies.

World Languages: Discussed materials needed for next year to enhance student learning. Supplies that will make the WL experience more hands on for the students. Discussed a co-teach topic for the 1st semester of next year.

-Joe Thornton, Principal