

Franklin Elementary School

The full staff met at 12:45 p.m. to consider the following questions:

- 1) What is one thing that I am (we are) doing differently this year than last, and how is it working?
- 2) What is something that I am doing that has enhanced learning for a student or students that I would like to share with others?
- 3) What is something that I would like to be able to do but could use some help with?

Staff members broke into small groups, appointed a recorder, and shared Ideas for a brief period. The group came back together and each group shared one response from each of the three questions. A brief discussion followed, prior to the groups breaking up into grade levels and specialists.

Kindergarten reviewed strategies for parent communication at the beginning of the year and as the year progresses, including a commitment to more thoroughly communicate classroom expectations with parents. They reviewed assessments and plans for conferences.

First grade reviewed progress with walk-to-read groups and made some adjustments. They also reviewed the (PBIS) report card behavior rubric for the purpose of consistent reporting.

Second grade looked at formative assessments related to the shared student learning goals in reading. They designed a M-Th intervention plan for readers at the strategic level and planned for ongoing formative assessment.

Third grade discussed and reviewed student progress toward the common math growth goals. They reviewed scope and sequence for upcoming instruction in math and reading.

Fourth and fifth grade met together to discuss use of Fantastic Fox tickets as reinforcers, 4th grade writing common timeline and expectations, and the common goal of enhancing student ability to write short responses to questions. Grade 5 continued data review work.

Music, Art and PE specialists met in district level teams to continue work on common strategies and refining of student growth goals in their specific areas.

The occupational therapy team met (joined by Megan Itani for part) to discuss student progress toward OT goals. They discussed ways to address sensory goals throughout the school day in various settings.

Special Education reviewed goals and progress monitoring for individual students and worked on continued program development for students with high behavioral needs.

The Title I/LAP staff worked on strategies including use of visual phonics/vowel chart, facilitated by a staff member who has a high working knowledge in that area.

Plans at all levels for the next collaboration session include but are not limited to:

- Continued monitoring of student progress as related to student growth goals

- Sharing and refining differentiation strategies
- Reviewing science standards and creating additional rubrics for social studies lessons to be used across the grade level
- Additional peer-led training for handwriting lessons

-Bill Holman, Principal

Jefferson Elementary:

The staff at Jefferson met to discuss common assessments and data collection. We met as a large group to discuss the concept of the assessment pyramid. The pyramid is a graphic representation of periodic data collection tools. Informal assessments are on the base or bottom of the pyramid. Weekly assessments come next, then monthly or unit tests. At the top of the pyramid are the annual assessments like the state testing.

-Craig Nelson, Principal

Sunnyside Elementary:

On October 16th, Sunnyside Staff members reviewed how fixed and growth mindsets effect teaching and learning through the work of Eduardo Briceño. The way we understand our intelligence and abilities deeply impacts our success. Based on social science research and real life examples, Eduardo Briceño articulates how mindset, or the understanding of intelligence and abilities, is key. When students or adults see their abilities as fixed, whether they think they're naturals or just not built for a certain domain, they avoid challenge and lose interest when things get hard. Conversely, when they understand that abilities are developed, they more readily adopt learning-oriented behaviors such as deliberate practice and grit that enable them to achieve their goals. But this belief is itself malleable, and there are clear actions we can all take to establish a growth mindset and enable success for our children, our peers and ourselves. Teachers used this information and data to address all student needs from interventions to challenging students. Staff members reviewed two fundamental questions, "what do students need to learn?" and "how will we know if they learned it?" They did this by reviewing grade level standards in reading and math. They also developed improved assessment data collection systems to inform future instruction in reading and math based on the outcomes of the assessments, as well as growth mindsets. For more information regarding various mindsets please see the following website: Eduardo Briceño is the Co-Founder and CEO of Mindset Works (<http://www.mindsetworks.com>).

-Pam Brantner, Principal

Lincoln Middle School:

LMS staff and para professionals focused on needed interventions for students who are struggling in the classroom. Teachers were able to get together with their grade level groups and come up with positive plans to address students who are struggling in their classrooms. From here, teachers then focused on department level commitments to ensure students were receiving the interventions and whether they were working. We began to look at student growth and what this looks like in each of the areas as teachers shared plans/ideas on what is happening in their classroom and how it can help others.

-Cameron Grow, Principal

Pullman High School:

The October collaboration meeting at PHS involved continued discussion around student growth and how to measure that growth over the course of a week, month, unit or year. Departments discussed further the growth measures that they had used developed from September. Each department then used that as a spring board to prompt further discussion about student achievement and growth.

- Art and Music discussed collaborative visual arts activities for concerts etc.
- CTE discussed intervention techniques and how Homeroom can assist in that area.
- English discussed grammar and writing standards. Spent time looking at graded essays for the Freshman and Sophomore classes to compare to the standard that has been developed.
- Library met with Neill Public Library staff to coordinate services.
- Math discussed best practices, instructional strategies and did peer coaching of a teacher video that was of a member of the PHS math department.
- Science discussed and examined common assessment and standardized tests that could be used to measure student growth.
- Social Studies worked on a common rubric for historical essays and presentations. Shared ideas on reading comprehension strategies in Social Studies.
- Special Education looked at common cores standards and how those will be modified for students with disabilities.
- World language teachers attended a forum at EWU in conjunction with the Running Start classes taught in collaboration with PHS and EWU.

-Joe Thornton, Principal