

- **September 7, 2011**

Posted by Shannon Focht at 9/7/2011

On Wednesday, September 7, the Pullman High School instructional staff (teachers, para-educators and administrators) met to work on the goals of the 2011-12 School improvement Plan. The PHS English department presented to the staff a writing rubric that was developed over the summer of 2011. This rubric includes aspects of what we expect students to be able to do at each grade level. Four traits are identified for writing, focus, development, organization/coherence, and conventions. Each department at PHS analyzed the rubric for the applicability to their specific curriculum area and provided feedback to the English department on the writing expectations at each grade level. The goal is to develop continuity with writing expectations across all curriculum areas.

Mr. Joe Thornton, Principal
Pullman High School

Professional Learning Community teams focused on commitments to the team process and how this will affect our work in the future. Each PLC created SMART (Specific, Measurable, Attainable, Realistic, Timely) goals in their particular department and grade level. All of these goals are related to student achievement in each of these areas. With this, a focus was on what the students will need to be able to know and understand in each area. Our PLC teams included: Language Arts, Social Studies, Science, Math, Fitness Movement and Sport, Special Education, and Music.

Mr. Cameron Grow, Principal
Lincoln Middle School

The teachers and staff at Jefferson Elementary School spent their first collaboration day answering two 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.

Mr. Craig Nelson, Principal
Jefferson Elementary School

At Franklin Elementary, we began work on our school improvement plan that specifically targets the areas of math and science. Our 4th-5th grade team began work on developing a set of K-5 “power standards” in science. These power standards will help us define critical science skills for all students and improve our alignment between classrooms and grade levels. Our K-3rd grade level teams worked together in the area of math. Each grade level is selecting key foundational skills within their standards and building common assessments to help us better assess student learning and monitor long-term

progress. Our special education team worked to together to ensure we have program alignment between our resource room, speech services, and occupational/physical therapists.

Mr. Brian Moore, Principal
Franklin Elementary School

During the first collaboration day we reviewed our Sunnyside Elementary School Improvement Plan (SIP) which focuses on 2 goal areas, Positive Behavioral Interventions and Supports (PBIS) and Response to Intervention (RTI). We also discussed the guiding questions around our work during collaboration. What exactly do students need to know and be able to do? How will we know if they have learned it? How will we respond if they don't learn it? What are the instructional strategies needed to meet different learning styles and/or levels of learners? We created group norms to further guide the work during our collaboration opportunities. Grade level teams collaborated to discuss needs at specific grade levels and to set goal areas for the school year to support school improvement efforts. We came back together as a school team and selected writing and math as our areas of focus for the 2011-2012 school year collaboration days. It was an effective use of 3 hours and it brought the staff together around specific SIP goals to improve student learning at Sunnyside.

Dr. Rick Bates, Principal
Sunnyside Elementary School