

District Improvement Team Update 1/22/09 (DIT meeting)

Math:

- Revised standards training has been provided to all but about 6 people at elementary and middle school, and there is a training plan for those folks. High school training has been scheduled and is upcoming
- The communication has been that this training required by the District Improvement Plan and compliance has been good
- K-8 teachers have been working on identifying power standards, in conjunction with the MLA.
- There is work in progress in choosing a middle level core math program on job-alike day in February
- Cadre teams have been attending MLA meetings which have been focused on teaching strategies and effective PLCs
- Jennifer Delashmutt has been working with Algebra teachers to create common standards-based unit assessments
- Since the district CBAs no longer reflect the current standards, K-5 teachers have been only giving pre-test and post -test on math facts and the other sections are optional.
- Following the states curriculum alignment study, Bridges has worked to provide supplementary materials to upgrade materials, as did CPM

ELL:

ELL Progress meeting 12/11:

- Gap Analysis studies began 12/4, K-5 only
- Middle schools still need to have WLPT trainings
- There remain many questions about consistency of program between buildings. ESL seems to be randomly applied
- Past practice has been to let buildings pretty much do what they wanted, without much oversight from the district level
- There needs to be district support for implementation of a consistent model—staffing, professional development, materials, etc

- Adrienne Nestor has met with some elementary staffs and reviewed the gap analysis identifying the differences between the OSPI description of their model and what is actually happening in the buildings
- Language objective trainings has occurred at all buildings except high schools. Most have had WLPT trainings as well.
- Continued SIOP training delivered by ESD staff K-5 primarily to program staff, but at high school some are general ed. Teachers as well. The expectation is that language and content objectives be used consistently in all classes
- At this point there does not seem to be plan to measure the level of implementation of SIOP strategies except for content and language objectives

Sp.Ed:

- Jamestown Reading has been a frustration for two of the staff at the high school. It is not possible to evaluate the effectiveness of the program because it has not been fully operational
- Corrective Reading is another program being piloted. One of the issues is how the program will impact credit issues and graduation, so there in an effort to award a reading credit for this class.
- More training on use of Jamestown Reading is upcoming
- Another component of the plan has been implementation of a consulting model at the high school. There is work happening on final draft of teacher survey which will be used to evaluate the program.
- A plan for training of consulting teachers and general education teachers on available accommodations and modifications is being considered

Intervention:

- A primary goal has been to create a sustainable intervention service model
- An intervention oversight team has been created, with Tim Shepard, Kory Kalahar and Mark Helm participating
- A book that fits the needs of the group, “ Pyramid Response to Intervention” is being used as a guiding document
- As an initial step, action plans are being reworked.

- The current plan is to create a guiding document by collecting documents as they emerge rather than creating the entire plan and documentation from the beginning
- Concerns about after school programs have been expressed, and there may not be dollars to support a change to a different model, in addition to restrictions on how dollars can be spent for the current year at least
- The current plan is to scale back the teacher delivered intervention and focus on PLC model of applying interventions using some resources that could be made available to all staff through a web-based support site
- Tier II interventions need to be aligned, managed, monitored, which is difficult to accomplish with existing level of support.
- Cognitive Tutor is an intervention program in demand outside of high school algebra, but not it not been fully evaluated yet.
- Use of technology in interventions has been frustrating, but on the radar of technology staff for discussion
- The process and procedure for qualifying for Sp.Ed is being reviewed.