

District Improvement Team Update 3/5/09 (DIT meeting)

Math:

- 100% of K-8 staff trained on new standards. Some of the high school staff have received training
- Identifying power standards regionally. ESD will participate in development through the MLA
- Also in the plan is to unwrap and align standards to the core program—The district is still trying to decide core program for middle school. Hopefully a decision will be made by the end of the month.
- Cadre concept continues at elementary, two teachers from each building, are attending MLA trainings. They are also working on visitation process, cadre member to cadre member following the STAR protocol model

ELL:

ELL Progress meeting 2/19:

- Adrienne provided update on the effort to identify foundational documents, those resources that will be used for informational purposes for all staff. Some examples were provided, including Pathways to College and Double the Work.
- Adrienne provided summaries of other resources, including the NWREL report to the state about what teachers should know about Instruction for English Language Learners and Report to the National Literacy Panel
- The effort to provide trainings to each building concerning interpreting WLPT scores is mostly complete. Scheduling issues have slowed down this process.
- SIOP training is ongoing for selected staff at all levels.
- Adrienne provided an update on progress toward meeting the ELL action plan.
 - All of the action steps for Goals 1 and 2 through December have been accomplished.
 - The January step of communicating the process for identifying students has been delayed until August 09.
 - A Marilyn Simpson training on content and language objectives was provided in January. The follow up plan is for Best Practices teams to work on implementation
 - February action steps have been mostly been completed. There is work to be done concerning the gap analysis results. The process may be shifted to the building sites.
 - The action step of deciding on 6-12 program, schedule and professional development has been moved up from May to February.
 - The March step of attending PTA meetings has been delayed.

Sp.Ed:

- No report on high school reading. The technical issues with Jamestown appear to have been resolved
- Corrective reading—6 students making good improvement in reading scores
- Consulting model-surveys to teachers, only 6 returned out of 44. Concern by the teacher about number of sped students not about the model.
Communication with classroom teachers appears to be primarily through emails, not person-to-person.
- There needs to be further assessment of whether this model is resulting in better support for IEP students before this model is expanded

Intervention:

- An intervention oversight team has been created, with Tim Shepard, Kory Kalahar, Mark Helm, Jodi Smith participating, facilitated by Nancy Duffey. The first meeting was held on 2/17.
- A book that fits the needs of the group, “ Pyramid Response to Intervention” is being used as a guiding document. The group has read at least through the first chapter. One of the premises of this approach is that initial core instruction meets the needs of 75-80% of students. There in ongoing discussions about how to identify an instructional framework that can help focus professional development and expectations for teachers.
- Nancy and the group continue to work on revising the action steps to reflect current knowledge and reality.
- One of the realizations is that high quality foundational instruction is a prerequisite for an effective intervention system. To that end, there is discussion about developing a WSD instructional framework which would accurately describe the district view of quality instruction
- At the high school level, the intervention team continues to review and refine the PAWS time intervention strategy. The team is also working on the next phase on intervention for those students who need additional time and support for potential implementation in the fall of 2009.
- Also at the high school level, there are ongoing discussions about expanding the I-Frosh program to include more students, and possibly growing to include a 10th grade cohort.