

District Improvement Team Update
10/21/08

Intervention Strand : Chet Harum, Nancy Duffey

The intervention strand is being sponsored by Chet Harum and Nancy Duffey. Highlights from the team:

- Goal 1
 - An oversight team is being formed. The task of this team will be to help guide the creation of a “Guidance Document”. It is the goal of this group to have this document in place by the end of the 08-09 year.
 - The intent of the Guidance Document is to provide clarification to teachers, administrators and program personnel with respect to roles and responsibilities of each at the Foundational, Tier 1, Tier 2 and Tier 3 levels.
 - Chet will working on a draft for the Foundational and Tier 1 levels, Nancy will be creating a draft for Tier 2 and Tier 3 levels.
 - Another intended purpose for the Guidance Document is for parents to understand how the intervention process operates for struggling students, and that options at each level need to be exhausted before moving on to the next level.
 - Another intended purpose is to provide a framework for principals and counselors to discuss options with classroom teachers when they are contacted about a student.
 - The operational definition of the first two levels is that Foundational means strictly classroom level work by the teacher alone. Tier 1 means that once the teacher has exhausted the various options at the classroom level, they may call on the counselor, principal, advisor, or other external advocate for additional ideas.
 - In order to assist with the creation of this document, it is the intention of the Oversight Team to form “Project Teams”, one for each grade span, that will disseminate the information and provide feedback with respect to creation of the final document.
- Possible roles of the DIF with this group will be to
 - Assist with the creation of draft documents as requested
 - meet with the Oversight Team to monitor the progress of the work
 - Facilitate, as requested, the work of the project teams in dissemination and gathering of information

Special Education Strand : Colleen Obergh, sponsor

- Goal 2
 - The high school team, including Michelle and Gracie met before the meeting with Colleen to review progress and obstacles.
 - The implementation of Jamestown Reading, a web-based reading program new this year to the system, is progressing under the direction of Susan Miller. There have been some technology glitches that remain to be solved before this becomes operational and effective. Staff were trained over the summer
 - The implementation of Corrective Reading, another program new to the system, is also progressing. Gracie Helm has been working with an instructor to implement the program.
 - Two teachers have been provided with one period, in addition to their regular prep, to implement the consulting model. Adrienne will be working with them throughout the year to become familiar with strategies for working with adults
 - They are required to log their teacher contacts, which will be monitored by Gracie and Colleen. There will be ongoing evaluation of the model, including conversations with classroom teachers. More detail about evaluation needs to be completed.
 - There is an upcoming training on 10/27 about Collaborative Teaming. Funding for subs and registration is being paid through the district improvement grant. Classroom teachers who will attend have not yet been identified.
 - Based on the most recent WASL reading scores, it is the conclusion of the special education staff that mainstreaming students into either Transition English or 9th English has translated into improved success for these students on the 10th grade WASL.
 - There are remaining challenges in at least these areas:
 - Grading accommodations and modifications for IEP students.
 - Implementation of accommodations and modifications in mathematics classes
 - Identifying core content in Algebra, that if mastered, would allow IEP students to move into Geometry without meeting other grade pre-requisites.
- Possible roles of the DIF with this group will be to:
 - Assist with the evaluation of the consulting model
 - Assist with the evaluation of the reading pilots
 - Support the use of Improvement Grant funding, to the extent possible, training for staff around the challenges identified above

- Observe consulting staff as they work with teachers, and make recommendations to improve that practice.

ELL Strand: Adrienne Nestor, sponsor

- Goal 1
 - There has been an oversight team identified and regular meeting dates established, the first of which is scheduled for 10/28
 - The duties of the team will include monitoring and guiding the work of implementation, monitoring and communicating explicit connections between the activities and the findings of the 07-08 program review by NWREL.
 - A formal review of the process of identifying students has begun.
 - WLPT results have been distributed to buildings
 - Beginning discussions re: class alignment at MS and HS
 - Conversations with building and program leaders about bilingual delivery models
 - In addition to clarifying processes, it would be helpful to provide clarity around roles and expectations for personnel involved in the ELL program, including the building and district level leaders.
- Goal 2
 - A migrant graduation specialist has been hired for WHS and WSHS
 - Training has been provided to buildings about instructional implications of WLPT results
 - SIOP training is ongoing for special program staff, and some K-12 staff
 - A plan needs to be developed to monitor level of implementation of this training, perhaps using instructional coaches or ESD staff
 - Leadership training is ongoing, as well as MS/HS curriculum review.
- Possible roles of the DIF with this group will be to:
 - Meet regularly with the oversight team to monitor implementation of the plan
 - Assist with providing communication to stakeholders regarding progress on the plan
 - Assist with planning a process to monitor the classroom implementation of SIOP

Math Strand: Jodi Smith, sponsor

- Goal 1
 - A high percentage of K-5 staff have received training on the revised state mathematics standards, either through the ESD or through district-sponsored opportunities. Training for 6-8 teachers has begun, and the model for training 9-12 staff has just recently been finalized by OSPI, so these trainings will be ongoing throughout the year.
 - There is a recognized need at some grade levels to attempt to shift the focus from the curriculum that has been adopted to the standards that are required for each grade level. The revised standards have limited spiraling, so mastery is expected, which is a shift in philosophy from the previous standards
 - Using documents developed by Math Learning Center, the publisher of the Bridges curriculum, alignment between the revised standards and K-5 core curriculum is mostly in place. Pacing calendars are either in place or in the final stages of development.
 - An area under consideration by the team is how to effectively measure the level of implementation of the new standards by K-5 staff
 - Strategy 2 has been changed to reflect the implementation of alignment training. Most K-5 staff have been supplied with a model for aligning units of instruction to the revised standards
 - The team is considering how best to approach aligning the existing district-wide Classroom Based Assessments with the revised standards.
 - The team will also be considering how to provide math content training (2009-10 school year) for those teachers who need support with math knowledge and/or instructional strategies for the standards they teach
 - The team supports the district focus on implementation of effective Professional Learning Communities at all levels, but recognizes the need for additional structured small group collaboration time.
 - There will be an effort by the team to identify “Observable Classroom Practices” that lead to increased student achievement, with the long term goal of training staff and building principals on using/observing these practices---essentially a district wide instructional model.
 - The team recognizes the critical role that building principals play in the process of facilitating the widespread adoption of these practices.
- Possible roles of the DIF with this group will be to:
 - Meet with the district math articulation team
 - Assist with planning how to review/revise existing district math CBAs
 - Assist with planning content training needs assessment
 - Assist with development of district instructional model for math
 - Assist with principal learning community focused on mathematics instruction

