

**Wenatchee School District No. 246**  
**WSD District Office Wenatchee, Washington**  
**DIT Workshop Minutes**  
**June 1<sup>st</sup> , 2009 6:00 P.M.**

Board

Laura Jaecks, President  
Walter Newman, Vice President  
Jesús Hernández  
Kevin Gilbert  
Chuck Largent

Staff

Brian Flores, Superintendent

**1) District Improvement Team Overview & Update:**

Assistant Superintendent Jon DeJong gave a brief DIT Overview & Communication Plan. He introduced DIT members who were present:

- Mona Hein, Teacher at Pioneer
- Crystal Bragg, Assistant Sp. Ed. Director
- Colleen Obergh, Sp. Ed. Director
- Myrna Jensen, Assessment Coordinator
- Adrienne Nestor, ELL Literacy Facilitator
- Nancy Duffey, Special Programs State/Federal Director
- Michele Wadeikis, WHS Principal

Mr. DeJong also introduced DIT Co-facilitator Brent Morrison as a consultant from the ESD, our grant requires one district employee and non-district individual to perform as facilitators. Mr. Morrison explained the areas/cells that are not meeting targets which qualifies us for the District Improvement Grant. He also gave a brief history of how we got there and what is involved in the grant for district assistance. Sub-committees look at different aspects of the areas of concerns:

- WASL Scores
- District positive strengths
- Areas or real concern
- Commonalities with other districts
- Action Plan planning process
- Implementation of Action Plan
- Ways to monitor progress

Next year when the grant runs out – Shifts will be re-evaluated and changes made.

Mr. DeJong explained the strategy for the information flow in order to get the word out to all the schools and keep it clearly in front of everyone. He showed the poster size District Improvement Plan that includes goals and a detailed communication flow chart for each targeted area: ELL, Mathematics, Special Ed, and Intervention. These are strategically placed in every school for the staff to clearly see the vision and goals for each targeted area. The technology department has created a link on our website for additional information flow and updates. Mr. DeJong also explained facets of the North West Regional Educational Lab audit and how that has been the driving force behind the goals and action plans. He also pointed out the Oversight Committee monitors the overall progress.

**2) ELL Action Plan Update:** Adrienne Nestor provided an update and explanation for the ELL action plan. She presented the following information:

**Wenatchee School District - ELL Action Plan**  
**Summary of Action Steps Taken Year #1 and Proposed Year #2**

Goal #1 – Ensure a **clear** K-12 WSD Service Model

- Identify Bilingual Models (**NWREL recommendation – Element #2**)
  - Models clarified for instructional consistency
    - **Model criteria developed and communicated to K-8 principals**
    - **Clarity from OSPI and research included in communication and documents**

- Resources / materials identified; addressing potential gaps
  - Material audit in process (Spring '09)
  - Spanish Literacy support for DL sites
- Individual roles clarified within the model
  - Roles defined and communicated to principals and Sp. Programs staff
- Improve Communication (NWREL Recommendation – Element #2)
  - Guidance document – written and electronic
    - Models
      - Criteria documents developed – how to “qualify” for a model and to transition from one to another if needed
      - ESL classes – discussion regarding common class outcomes / goals regardless of building or grade level
    - Program Procedures
      - District level procedures “audit” all school year 08/09 to gather data
  - Specific language for clear communication
    - Program funded staff: Title, LAP, Migrant, Bilingual
    - Model designated staff
    - Model support staff (all other)
      - Specific Language communicated in model criteria documents and conversations
- Align AMAO to ELL Action Plan (NWREL Recommendation – Element #1)
  - Submitted 9/29/08
  - Site visit pending
- Investigate ELL Assessment – beyond WLPT (NWREL Recommendation – Element #1)
  - Potential ELL Assessment as part of updated ESL curricula

### **Goal #1 - Work Planned for 09/10**

- Continue aligning resources for Early Exit and Dual Language models
- ELL Over-site committee continues to meet
- Directed conversations with individual buildings about their designated model
- Coordinate instructional program with parent outreach
- Research Language Growth Assessment for K-12
- Research Transition criteria for Early Exit model
- Program processes – respond to internal “audit” – create consistency among sites

### **Goal #2 - Ensure quality ELL instruction**

- Provide Sheltered Instruction Training (NWREL Recommendation – Element #3)
  - SIOP Training to 1<sup>st</sup> tier – program staff
    - 30 Hours of training – K-5 and 6-12 groups
  - Sheltered Instruction (SI) Module #1 – Content / Language Objectives to leadership and ALL staff
    - Module delivered to all K-8 staff at building level
    - Deeper training on objectives offered to K-12 staff and principals by M. Simpson
- Share WLPT scores and how to use the information at all sites (NWREL Recommendation – Element # 1 & 3)
  - WLPT scores shared with K-8 teachers at site level – training on OSPI documents that support decisions made from score information – Proficiency Levels, and ELDs
- Review ELL Curriculum grades 6-12: possible new adoption (NWREL Recommendation – Element #2)
  - 6-12 Curricula updated – 6-8 = Milestones, 9-12 = Edge
  - Re-structure 9-12 ESL program to include more Level 3 students
- Investigate students who have been in program more than 6 years (NWREL Recommendation – Element #1)
  - Data mining across programs to identify trends - High percentage of students in our system who have been in program 6+ years are double qualified for Special Education.
  - Continued conversations / data investigation on individual students
- Review transition process (NWREL Recommendation – Element #2)
  - Elementary to middle school
    - Discussed needs of incoming 6<sup>th</sup> graders with 6-8 principals and counselors – need to prioritize service initiatives
  - Middle to high school
    - Data regarding transitioning 8<sup>th</sup> graders shared and discussed for appropriate placement in 9<sup>th</sup> grade
- Hire Migrant / Bilingual Graduation Specialist (NWREL Recommendation – Element #1)
  - Hired in August '08
  - Plan / deliver monthly parent nights @ WHS
- Coordinate Student Support Services (NWREL Recommendation – Element #4)
  - Other programs

- Special Education involved in data mining students qualified for 6+ years
- Identify direct language instruction program to be used in Sp. Ed. classrooms with Bilingual qualified students
- Additional grants

**Goal #2 – Work Planned for 09/10**

- Horizontal trainings with K-5 teachers – continue learning targets and language objective work
- K-12 ½ day training on learning targets and language objectives – August
- Monitoring of learning targets and language objectives in Math instruction
- Spanish Literacy trainings for teachers to collaborate and align instruction
- 6-12 ESL Curriculum support and collaboration

**Supporting documents and research:**

**(included here)**

**Documents:**

- Action Plan w/calendar of action steps
- WSD Elementary Bilingual Models
  - English as a Second Language / Sheltered Content
  - Early Exit / TBE
    - Service model ratio of English / Spanish with content and materials (includes directly supporting research)
  - Dual Language
    - Service model ratio of English / Spanish with content and materials (includes directly supporting research)
- WSD Secondary Bilingual Models
  - English as a Second Language / Sheltered Content

**Supporting Research:**

1. NWREL Program Audit – Wenatchee School District
  - Recommendations:
    - **Element 1 - Identification, Assessment, Placement, and Exit**
    - **Element 2 - Curriculum and Instruction**
    - **Element 3 - Qualified Staff for ELL**
    - **Element 4 - Program Collaboration and Support for ELL Students**
    - **Element 5 - Parent and Community Involvement in the ELL Program**
2. What Teachers Should Know About Instruction for English Language Learners – A Report to Washington State: NWREL Research Review
3. Developing Literacy in Second-language Learners: Report of the National Literacy Panel on Language-Minority Children and Youth
4. Double the Work – Challenges and Solutions to Acquiring Language and Academic Literacy for Adolescent English Language Learners: Report to the Carnegie Corporation of New York

**Early Exit Model - WSD**

**OSPI Expectations / Research findings to inform WSD language and material recommendations**

**OSPI Model Definition – Early Exit / TBE**

This model is designed to move ELL children from their native other than English language to English in their first three-year period of their school’s primary grades. This model relies on the teacher teaching in the students’ native language throughout the model. The degree to which the teacher utilizes the students’ native language is directly proportional to the degree to which the student has acquired English language proficiency.

**Typical “linguistic” targets per year:**

Grade	K	1	2	3	4
Spanish/English % ratio	80% S 20% E	70% S 30% E	50% S 50% E	30% S 70% E	0% S 100% E

**Developing Literacy in Second-Language Learners:**

**Report to the National Literacy Panel on Language-Minority Children and Youth.**

**Findings of the panel:**

# 2. Instruction in key components of reading is necessary – but not sufficient – for teaching language-minority students to read and write proficiently in English. **Oral proficiency** in English is critical as well – but student performance suggests that it is often overlooked in instruction.

- Word level skills often taught well – language-minority children rarely reach native speaker proficiency with text-level skills.
- Reason = ORAL English language proficiency.

**What Teachers Should Know About English Language Learners**  
**A Report to Washington State NWREL, 2008**

**Principle 2: There is a difference between conversational and academic language; fluency in everyday conversation is not sufficient to ensure access to academic texts and tasks.**

**Instructional Implication: Teachers should provide explicit instruction in the use of academic language.**

**Evidence:** Evidence that providing explicit instruction in academic language benefits ELLs is suggestive. There is widespread agreement in the field of second language acquisition, however, that academic language does need to be taught, and these components provide teachers with a starting place for working with their ELLs.

**Instructional Implication: Teachers should provide multi-faceted and intensive vocabulary instruction with a focus on academically useful words.**

**Evidence:** Evidence behind multi-faceted and intensive vocabulary instruction for ELLs is strong.

**Principle 3: ELLs need instruction that will allow them to meet state content standards.**

**Instructional Implication: Teachers should provide bilingual language instruction when feasible.**

**Evidence:** The evidence that bilingual education leads to literacy and content outcomes that is moderately better than other program models is strong, and supported by the findings from several research syntheses conducted over the past two decades.

**Principle 6: The same basic approach to learning to read and write applies to ELLs and non-ELLs, but ELLs need additional instructional supports.**

**Instructional Implication: Teachers should provide opportunities for additional work in English oral language development.**

**Evidence:** The evidence behind oral language development is strong. Most researchers agree that ELLs require additional oral English language development beyond what is provided in most reading programs, and that they need ample practice using it in the classroom....Much less is known about how oral language development should be structured. However, one recent study found support for institutionalizing a stand-alone English language development block in kindergarten, both in bilingual and English immersion settings, rather than incorporating it into existing literacy instruction (Saunders, Foorman & Carlson, 2006).

**Based on this research and these recommendations:**

**WSD Model designated staff propose the following:**

- Integrated for math K-3 so that students get the advantage of peer language models and friendship groups.
- Oral development in English is intentionally taught K-3
- A need for transition criteria – research to support indicators that show readiness to transition.
- At 3<sup>rd</sup> grade – 30% English is decoding and encoding in Spanish through SS and deeper literacy
- The percentages, content and material use outlined below is followed by all TBE buildings

WSD Early Exit / TBE Service Model K-5

\*based on an average 25 hour week in “home classroom” (1 hour/week = 10 min/day)

**High Achiever** – transition to English literacy at own pace

**Struggler** – additional support

English within Gen. Ed. Classroom (focused time on CALP development)					Spanish within Gen. Ed. classroom				
Grade %age	Approx. Time hrs/week *		Content	Materials	Grade %age	Approx. Time hrs/week		Content	Materials
K-20%	5	4	Math	Bridges	K – 80%	20	?	Literacy SS Science	Lit = WSD Adopted Curriculum SS = ¡Aquí Estoy! <b>Science = WSD kits +</b>
		1+	English Lang. Development	Let's Talk About It!					
1-	7.5	5	Math	Bridges	1 - 70%	18	?	Literacy	Lit. = WSD Adopted Curriculum

30%		2.0	English Lang. Development	Let's Talk About It!				SS Science (most)	SS = Mi Mundo <b>Science = WSD kits +</b>
		.5	Science	Focus on labels in Eng.					
2-50%	12.5	7	Math	Bridges	2 - 50%	12.5	?	Literacy, SS	Lit. = WSD Adopted Curriculum Lenguaje as writing resource <b>Materials for comp?</b> SS – Gente
		4	English Lang. Dev. + Intentional phonics + Literacy	Let's Talk About It! WSD Adopted Curricula Spelling materials as shared resource? <b>(specific transition materials needed?)</b>					
		1.5	Science	WSD science kits					
3-70%	18	8	Math	Bridges	3 – 30%	7.5	?	SS + Literacy	SS – Comunidades Literacy = going deeper within comprehension skills (level 28+)
		8	Literacy	WSD adopted materials					
		2	Science	WSD science kits					
4-100%	25		all content	District adopted materials	4 – 0%	0	0	none	
5-100%	25		all content	District adopted materials	5 – 0%	0	0	none	

**Materials needed to implement? (Resource Audit) PD needed to support staff transition?  
Need to establish - Academic Oral Language Targets? K, 1 2, 3, 4, 5 – math vocab? Etc?**

### Dual Language Model- WSD

**OSPI Expectations / Research findings to support language and material recommendations:**

#### OSPI Model Definition

A two-way bilingual enrichment program uses two languages to teach students (commonly at the elementary level) their core curriculum. Participating students are equally divided between native English speakers and native speakers of the program's other language.

### Developing Literacy in Second-Language Learners:

**Report to the National Literacy Panel on Language-Minority Children and Youth.**

#### **Findings of the panel:**

**# 2.** Instruction in key components of reading is necessary – but not sufficient – for teaching language-minority students to read and write proficiently in English. **Oral proficiency** in English is critical as well – but student performance suggests that it is often overlooked in instruction.

- Word level skills often taught well – language-minority children rarely reach native speaker proficiency with text-level skills.
- Reason = ORAL English language proficiency.

#### What Teachers Should Know About English Language Learners

A Report to Washington State NWREL, 2008

**Principle 2: There is a difference between conversational and academic language; fluency in everyday conversation is not sufficient to ensure access to academic texts and tasks.**

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**Evidence:** The evidence behind oral language development is strong. Most researchers agree that ELLs require additional oral English language development beyond what is provided in most reading programs, and that they need ample practice using it in the classroom....Much less is known about how oral language development should be structured. However, one recent study found support for institutionalizing a stand-alone English language development block in kindergarten, both in bilingual and English immersion settings, rather than incorporating it into existing literacy instruction (Saunders, Foorman & Carlson, 2006).

**Based on this research and These recommendations:**

**WSD Model designated staff propose the following:**

- Time to meet with like grade level teachers throughout the year to collaborate and share
- Implementation of a consistent oral language development program in both English and Spanish = Let's Talk About It!
- Continued augmentation of WSD Science Kits due to daily science instruction in Spanish – reading material in Spanish – extended science material
- Look into a program / material that can follow Cancionero for grades 2<sup>nd</sup> – 5<sup>th</sup>

WSD Dual Language Service Model K-5

English within Gen. Ed. Classroom			Spanish within Gen. Ed. classroom		
Grade %age	Content	Materials	Grade %age	Content	Materials
K- 50%	Math	Bridges	K – 50%	Literacy – Sp. Speakers	Cançionero, Cuentacuentos, Elefónica,
	Eng. Lang. Dev.	Let's Talk About It!		SS	¡Aquí Estoy!
	Literacy – Eng. speakers	Sails / Spelling Connections		Sp. Lang. Dev.	Let's Talk About it!
		Science		<b>WSD Kits +</b>	
1- 50%	Math	Bridges	1 - 50%	Literacy	Cuentacuentos, Elefónica, Pan y Canela
	Literacy – Eng. speakers	Sails / Spelling Connections		Sp. Lang. Dev.	Let's Talk About It!
	Eng. Lang. Dev.	Let's Talk About It!		SS	Mi Mundo
		Science		<b>WSD kits +</b>	
2- 50%	Literacy	Sails / Spelling Connections	2 - 50%	Literacy	Cuentacuentos, Pan y Canela, Elefónica, Lenguaje, ?
	English Lang. Dev.	Let's Talk About It!		Sp. Lang. Dev.	Let's Talk About It!
	Math	Bridges		SS	Gente
		Science		<b>WSD kits +</b>	
3-50%	Math	Bridges	3 – 50%	Literacy	Benchmark reading, Lenguaje, ?
	Literacy	WSD adopted materials		SS	Comunidades
	Eng. Lang. Dev.	Let's Talk About It!		Science	<b>WSD kits +</b>
		Sp. Lang. Dev.		Let's Talk About It!	
4-50%	Math	Bridges	4 – 50%	Literacy	Benchmark reading, Lenguaje, ?

## **Materials needed to implement (science / Sp. Lit)? PD needed to support staff transition?**

Ms. Nestor presentations included details of the above information. As she proceeded through the materials. She pointed out specific details and she asked for questions from the board. Ms. Nestor answered questions and Mr. DeJong, Ms. Smith and Nancy Duffey, Director of Special Programs, participated in the Q&A period also. One concern of a board member is that possibly we are trying to be “everything to everybody” and that maybe the board should revisit this whole issue of ELL and see what other possibilities are available and streamline the process to see if the results could produce better achievement levels. Possibly we could look at successful districts and see if they are utilizing their resources in the way that we are or do they have a more simplified method to reach this segment of the population. Mr. DeJong explained that we don’t know the impact of this program/process because this is the first year of implementation and we are following the recommendations of the NWREL audit trusting their research to be accurate. We will not see the progress until the next series of testing which will be next year. The results of the latest tests were presented at this year’s Board Retreat in November 2008 and do not reflect any of the DIT efforts this year. Superintendent Fones pointed out that the intent of this workshop was to update the board on the progress of the DIT Action Plan and outline efforts based on the findings of the NWREL audit findings. Much discussion surrounded the achievements in the past years, currently and possibilities for the future.

Superintendent Fones explained that in years past there were no models to follow and there were inconsistencies across the state. Now with the NWREL audit results there is structure in the process of being built and goals in alignment across the district. According to NWREL these changes were recommended to take place in our district and according to their research they will produce the results we are striving for with improved test scores in our student population. He asked the board what they would like to see in addition to or in place of these efforts. In response some board members discussed different approaches being considered and questioned how the students of other ethnicities, cultures and languages are doing. Another board member commented that he can see the efforts as positive and recognize that this is the first year of implementation and there is no hard data available to evaluate its creditability and progress in producing positive results. It is premature to make a judgment but sees the value to look at other possibilities to be proactive. It was pointed out by a board member also that the PLC has a simple plan of action by asking the questions to evaluate the students learning as we go along and can produce goals that are manageable and look like they could keep the district on track, going in the right direction. PLC - 4 Plan Questions:

- 1.What do we want our students to learn?
- 2.How will we know if they have learned?
- 3.What will we do if they don’t learn?
- 4.What will we do if they already know it?

A board member asked if the district is actually “flat-lined” in our student achievement. Superintendent Fones explained that is why our math scores are one of the areas of focus in the DIT Action Plan but that the writing, English and reading have continued to be strong and on an upward trend across the district. Ms. Duffey also explained the process that is currently taking place enables us to deal with the challenges we’re facing within the ELL, bilingual, migrant, ESL and other students therefore allowing us to set up individual intervention plans. None of the students or student groups are exactly alike, but there is a plan in place to address each of the learning targeted areas. After the Q & A period they thanked Ms. Nester for the informative report.

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**2) Math Action Plan Update:** Assistant Superintendent Jodi Smith presented the following materials:

Wenatchee School District Action Plan Focus Area: Mathematics

*Goal 1: Implement the revised state math standards and strengthen instruction at all grade levels through Professional Learning Communities*

Strategies	Work Accomplished in 2008-2009	Plans for 2009-2010
Strategy 1: Train math staff on revised math standards	<ul style="list-style-type: none"> <li>• Provided opportunity for ALL math staff to be trained on revised standards</li> </ul>	<ul style="list-style-type: none"> <li>• Align district adopted programs to revised math standards</li> </ul>
Strategy 2: Align core math programs with revised standards	<ul style="list-style-type: none"> <li>• Adopted consistent math program for middle schools – College Prep Pre-algebra and CPM algebra at the middle schools</li> <li>• Piloted College Prep Math geometry program</li> </ul>	<ul style="list-style-type: none"> <li>• Support and monitor implementation of CPM pre-algebra programs</li> </ul>
Strategy 3: Respond in a timely manner to students who have difficulty learning and to students who do learn or already know	<ul style="list-style-type: none"> <li>• Trained teachers on two effective instructional strategies</li> <li>• Implemented Cognitive Tutor</li> <li>• Taught intentional strategies for English language learners through district training and Math Leadership Alliance (MLA)</li> <li>• Allowed schools to build in intervention time during the school day</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor implementation of effective instructional strategies in math – daily learning targets and expressive language objectives</li> <li>• Monitor Cognitive Tutor for consistent implementation and achievement results</li> </ul>
Strategy 4: Give district staff an operational understanding of professional learning communities (PLCs)	<ul style="list-style-type: none"> <li>• Sent over 100 staff members to PLC Summit</li> <li>• Provided opportunities for math cadre teachers, principals, instructional coaches, department chairs, team leaders to attend ongoing PLC training through the Math Leadership Alliance – with Bob Eaker, Janel Keating</li> <li>• Included PLC implementation on self-assessments at Continuous Improvement Planning reviews</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to work on development and implementation of WSD Learning System: power standards, pacing calendars, common assessments, etc.</li> </ul>

The discussion points were as follows:

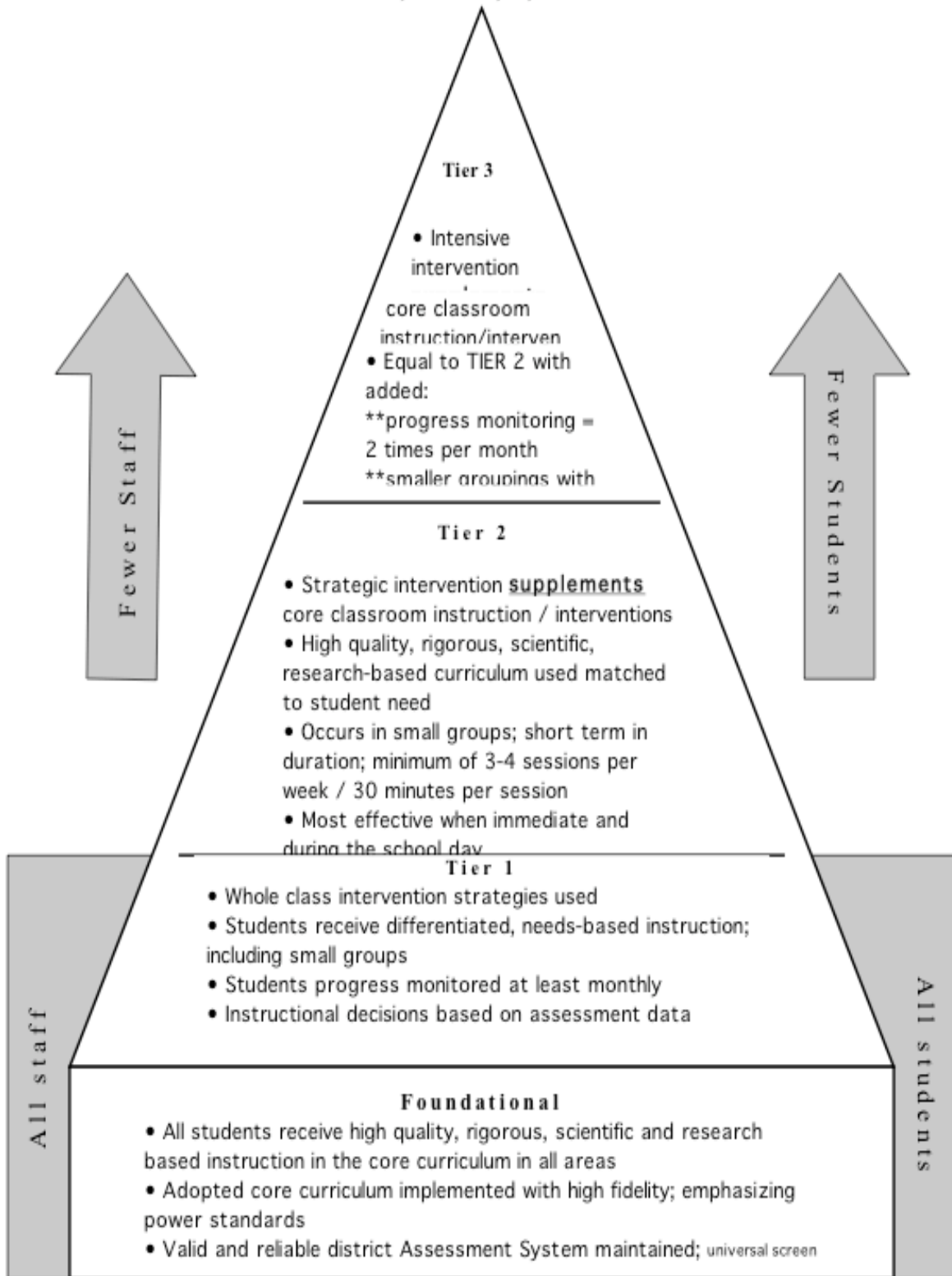
- 100% of math teachers are trained in the new math standards, good news
- Geometry Piloted program
- Clear, focused action plans that overlap
- Intervention Plan offered
- District has a clear understanding of PLC –District Learning System
- Math Leadership Alliance – Bob Eaker and Janel Keating
- 8<sup>th</sup> and 9<sup>th</sup> grade alignment of Algebra and Geometry at the middle schools and high school level.

After the discussion the board thanked Ms. Smith.

**3) Intervention Plan Update:** Nancy Duffey, Director of Special Programs presented the following materials.

First she introduced the WSD Intervention Service Model Foundational Tier 1,2,3: Ms. outlined the three tiers for the board.

## WSD Intervention Service Model Foundational, Tier 1, 2, 3 Interventions



## Wenatchee School District Intervention Service Model Operational Definitions

### **FOUNDATIONAL**

- All students receive high quality, rigorous, scientific, research-based instruction in the core curriculum in all areas
- Adopted core curriculum implemented with high fidelity
- Valid and reliable district Assessment System (universal screen) maintained
- Systematic data analysis used to inform instruction
- All students are provided with a supportive learning environment

### **Tier I Intervention**

- Whole class intervention strategies used
- Students receive differentiated, need-based instruction; including small groups
- Students progress monitored at least monthly
- Instructional decisions based on assessment data

### **Tier II Intervention**

- Strategic intervention supplements core classroom instruction/interventions
- High quality, rigorous, scientific, research-based curriculum used matched to student need
- Occurs in small groups; short term in duration; minimum of 3-4 sessions per week/ 30 minutes per session
- Most effective when immediate and during the school day
- Students progress monitored at least monthly
- Instructional decisions based on assessment data

### **Tier III Intervention**

- Intensive intervention supplements core classroom instruction/interventions
- High quality, rigorous, scientific, research-based curriculum used matched to student need
- Occurs in smaller groups; increase of intensity, frequency, duration
- Students progress monitored at least 2 times/month
- Instructional decisions based on assessment data

\*The Wenatchee School District will align our interventions to this model over the next 3-5 years.

WSD District Improvement Team Action Plan  
Focus Area: Intervention

Purpose: A Sustainable WSD Intervention Service Model

#### ***Goal 1: All WSD teachers effectively implement Foundational and Tier 1***

<b>Strategy 1</b>	Create WSD Intervention Over-site Team Nancy Duffey, Crystal Bragg, Brent Morrison, Jodi Smith, Kory Kalahar, Mark Helm, Tim Sheppard	Fall / Winter 08/09
<b>Strategy 2</b>	Create and deploy the WSD Learning System (PLC implementation) L&T created, recorded initial work. Plans for next steps.	Spring / Summer '09, ongoing
<b>Strategy 3</b>	Identify, create and implement guiding documents Book: Pyramid Response to Intervention, WSD Intervention Service Model graphic, Special Programs guidelines. Leadership provided resources, guidelines for implementation 09-10.	Spring 09, ongoing
<b>Strategy 4</b>	Create and implement systematic processes for communication; to include a WSD Intervention Resource Web sites In Process	09-10, ongoing

#### ***Goal 2: Supplemental Tier 2 Interventions are aligned, managed and monitored***

<b>Strategy 1</b>	Identify and implement screening, progress monitoring & diagnostic assessments K-2 system move from DRA to Dibels/IDEL for screening & progress monitoring. 09-10 Pilot in two elementary buildings. Pioneer School Improvement implementing reading screeners; possibly math screeners.	Spring, 2009-Fall 2010, ongoing
<b>Strategy 2</b>	Review Title/LAP, Migrant, Bilingual Tier 2 curriculum/service; monitor for effectiveness. Provide professional development as needed Middle school/High School math intervention: Cognitive Tutor aligned with core curriculum. District quarterly review of student progress, Cognitive tutor PLC to discuss modification.	Spring, 2009; ongoing
<b>Strategy 3</b>	Monitor Building Tier 2 interventions Pioneer School Improvement implementing intervention period 09-10. High School PAWS, early evidence strong, need to get more intentional.	TBD

#### ***Goal 3: Intensive Tier 3 Interventions are aligned, managed and monitored***

<b>Strategy 1</b>	Review & modify student study team process; monitor for implementation Gathering information to inform better process; initial conversations with counselors.	Spring, 2009-Fall 2010, ongoing
<b>Strategy 2</b>	Review and modify referral process for Special Education Data analysis re: double identified students; informing action steps for Strategy 1 & 2. Challenge #1: Determining if it is a learning disorder or language disability. Challenge #2: Documentation of interventions.	Spring, 2009-Fall 2010, ongoing

Ms. Duffey explained each intervention piece and how it is set up to work within the system. The Operational Definitions were covered and she asked for board questions. She outlined the goals 1, 2 and 3 on each Tier of the Intervention Pyramid. She also pointed out the strategies used and the areas of responsibilities of the “Purpose: A Sustainable WSD Intervention Service Model” chart. She explained that the whole process is a better look at our students and enables us to stay on top of them, check with parents, and monitor progress therefore providing us with a quicker response for intervention. She presented the below major goals for 2009-10 and said it is good to hear what everyone has to say and welcome input. A board member asked how big this undertaking is and that it seemed huge. Ms. Duffey agreed that it is and the biggest challenge is screening these groups of students and the need for cognitive tutors and other diagnostic tools. The process of assessment is a lot and the teachers already have a lot on their plates, she added.

**District Improvement Team  
Focus Area: Intervention**

**Purpose: A Sustainable WSD Intervention Service Model  
Major Goals for 2009-10**

- Deployment of the WSD Learning system (PLC Implementation)
- Create a Monitoring System for Instruction
- Implementation and monitoring of Dynamic Indicators of Basic Early Learning Skills (DIBELS) pilot. Plan for full implementation
- Monitoring of Tier 2 Interventions
- Final work and implementation of student study team process

The board thanked Ms. Duffey for the update.

**4) Special Education Plan Update:** Colleen Obergh, Director of Special Education covered the following material.

DISTRICT ACTION PLAN  
Special Education

<b>GOAL: Research and Implementation of a new service delivery model for grades 9-12 to improve student graduation rates</b>	
Jan-April 2008	Reviewed data from a variety of schools on WASL outcomes Survey of high programs Discussion with high school special education staff on use of consulting model Determine caseload feasibility
May-June 2008	Interviewed staff interested in consulting as a way to enhance student outcomes Selection of 2 staff members for the consulting model Initial discussions of expected process and outcomes: *more time to work on individual student needs *opportunity to meet with general education teachers during the school day *opportunity to observe student in the general education setting
Fall 2008	Staff developed accommodation letters and other paper work to share with the general education staff working with students on their caseloads. Staff used one period per day Training provided on working with teams for positive student outcomes
Winter 2009	Review of student outcomes: school attendance and grades Survey of general education staff who were provided support via the consulting teachers
Spring 2009	Staff continue to work with students and staff to meet individual needs Collection of data: attendance and grades

<b>GOAL: Pilot new reading programs at WHS, to improve student reading outcomes</b>	
Spring 2008	Reading assessment of 8 <sup>th</sup> grade special education students who qualify for reading Review of assessment outcomes and reading materials that would meet student needs Selection of reading curriculum: Jamestown and Corrective Reading Selection of staff to deliver reading curriculum
Sept '08-June '09	Delivery of Curriculum with periodic review of student outcomes: *one special education class participated in Jamestown Reading  *two classes participated in Corrective Reading curriculum scripted “direct instruction”; outcomes positive for students; secondary benefit to classroom management

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Ms. Obergh explained to the board that this year they chose to look at the H.S. autism students. She set a goal to have students graduate on time. Other goals included were:

- Working on Curriculum
- Review Student Outcomes
- Increase WASL scores

A board member asked about the pathways for these students and how we prepare them for their future. Ms. Obergh outlined the process we have in getting our students into continued education and the workplace. Ms. Jagla has been working with the students for a long time in this area at the high school. She also explained the relationship we have with agencies that are in place to help these students and their families. She shared the opportunities for the students in relationship to:

- College
- Voc/Tech
- Institutions of higher education
- On job training
- Running Start

Ms. Obergh also covered the pilot program they are participating in mentioning aspects of the program; vocabulary, fluency, comprehension and corrective reading and how the students are enjoying it. Ms. Obergh wrapped up her presentation by giving a summary of the programs and locations to the board. Board members commented they didn't realize how many offerings in the program and how many locations including the district serving newborn (birth) to 21 years old. The board thanked Ms. Obergh for the update.

Extensive discussion within the board members, Superintendent Fones and Assistant Superintendent Jon DeJong, Assistant Superintendent Jodi Smith, Brent Morrison, and comments from WenEA president Gayle Northcutt continued pertaining to the direction the district is going in connection with curriculum, teaching and learning, PLC's and intervention in all areas. Mr. DeJong acknowledged the board's inquiry of the progress and outcomes and explained he would welcome any input and direction changes they would like to take. It was explained by the group that although we expect improved scores and progress in the positive direction, we couldn't be sure until all the test scores are available as to how the present system is working although some progress is being noted at present. Additional brief topics of discussion included:

- Neighborhood schools
- MS scheduling
- Longer school year
- Cultural/ethnic diversity within the district with regard to successes
- Dual Language within the district
- New Budget vs supporting structure
- Outcome driven mentality
- Economic barriers
- #1 priority in district
- English emersion as opposed to multi faceted structure in place

After much discussion the board encouraged the cabinet to continue with current structure, but be open for future discussion revisiting issues discussed today. The board was invited to attend the supportive reviews with the cabinet to get a first hand birds eye view of what the staff and principals are reporting and are dealing with. The board gave many compliments to the administration for all their efforts in attacking the problem areas in regard to student learning. It was agreed to have a follow up at the next board meeting in reference to student outcomes and initiatives and action plans.

**MEETING ADJOURNED:** Laura Jaecks adjourned the meeting at 8:07 p.m.

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President

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Superintendent