



Strategy/ies:

- 1) Continued instruction of active thinking strategies in core classes
- 2) Students charting and monitoring their progress and then setting academic goals
- 3) Specific to 8<sup>th</sup> grade – Unit assessments that integrate reading with state social studies GLEs
- 4) Posting of student grades online (2X monthly)  
Results: WASL results – (spring '05/spring '06)  
6<sup>th</sup> – 75.5/77.0  
7<sup>th</sup> – 63.8/77.1  
8<sup>th</sup> – 80.2/70.1

Explanation of Results:

- 1) Instructional coaching support
- 2) Continued focus upon teaching active thinking strategies
- 3) Attention given to teaching reading text for information

List schedule changes or extended learning opportunities created to address student needs:

- 1) The addition of iPeriod for academic intervention
- 2) Effective implementation of Daybooks
- 3) Posting lesson objectives in the classroom

**Content Area: Math:**

**School: Foothills MS**

Goal: All students will demonstrate 20% growth based upon CMP2 Unit Pre/Post tests.

Strategy/ies:

- 1) Students received specific instruction on grade level GLEs
- 2) Reflective journaling
- 3) Use problem-solving/standard-based assessment at each grade level
- 4) Students charting and monitoring their own progress and setting academic goals
- 5) Posting of student grades online (2X monthly)
- 6) Providing one additional math class for 8<sup>th</sup> grade students

Results: Results varied. One teacher met the team goal in 6<sup>th</sup> grade. Math CBAs were not developed in time for deployment this year.

WASL results – (spring '05/spring '06)  
6<sup>th</sup> – 55.2/50.3  
7<sup>th</sup> – 48.5/57.1  
8<sup>th</sup> – 56.9/48.5

Explanation of Results:

- 1) Implementation of new curriculum
- 2) Limited opportunities to extend learning beyond existing classes

List schedule changes or extended learning opportunities created to address student needs:

- 1) Addition of two additional math academy classes
- 2) ESL instruction directly tied to math curriculum
- 3) Addition of i-Period for academic intervention
- 4) Posting lesson objectives in the classroom

**Content Area: Writing:**

**School: Foothills MS**

Goal: 6<sup>th</sup> – All students will demonstrate a one point gain on expository and persuasive writing; 7<sup>th</sup> – All students will increase their scores by one point for (content, organization, and style); 8<sup>th</sup> – 90% of the students will meet standard in writing

Strategy/ies:

- 1) Teach 6 traits of writing
- 2) Specific emphasis upon conventions across the curriculum
- 3) Students charting and monitoring their progress and setting academic goals
- 4) Implementation of writing conferences (7<sup>th</sup> grade)
- 5) Posting student grades (2X mos.)

Results:

WASL results – (spring '05/spring '06)  
7<sup>th</sup> grade – 63.3/77.0

Explanation of Results:

- 1) Writing conferences
- 2) 6 traits of writing instruction

List schedule changes or extended learning opportunities created to address student needs:

- 1) Better implementation of Daybooks
- 2) The addition of i-Period for academic intervention
- 3) Continued instructional coaching support
- 4) Posting lesson objectives in the classroom

Discussion followed with the board after Mr. Waldren dissected the test results and gave explanations and shared FMS goals. The board asked Mr. Waldren to explain the i-period. He shared their efforts in changing their class schedule to a schedule that included 25 minutes everyday for all students so they could have additional time with teachers one on one for intervention and study time. The board participated in discussion about what groups are seeing improvement and percentage changes. Brian Flones added that there is a 7% growth in the 8<sup>th</sup> grade. Mr. Waldren said scribing had no effect on his students. He also explained the “Unforgettable’s” (non-negotiable’s in Newbery) as the primary tools they teach first. He shared with the board the posting of lesson objectives in classrooms and having a conscience use of strategies in place. Mr. Waldren shared the many positive outcomes at Foothills and the board thanked him for his report and efforts as a Principal.

**Content Area: Reading 6th**

**School: Orchard Middle School**

**Goal:** (64.1%) Goal was based upon a 10% increase over the 05-06 WASL results.

**Strategies:**

1. Data will determine literacy instructional emphasis at all grade levels.
2. Instruction will be driven by district generated reading assessments. Initial instruction will be focused on Summarization / Main Idea. Subsequent instruction TBD based upon CBAs.
3. Students will be taught and demonstrate understanding of reading targets in all reading classes; understanding will be supported in content area classes. Students will be taught Active Thinking Strategies.

<b>Results: All 6th grade</b>	<b>61.5%</b>	<b>+7.4%</b>	<b>Low Income</b>	<b>50.5%</b>	<b>+6.5%</b>
			<b>Hispanic</b>	<b>47.6%</b>	<b>+7.9%</b>
			<b>White</b>	<b>74.4%</b>	<b>+9.0%</b>
			<b>Limited Eng</b>	<b>22.2%</b>	<b>+1.5%</b>
			<b>Migrant</b>	<b>48.8%</b>	<b>+11.7%</b>
			<b>Special Ed</b>	<b>21.2%</b>	<b>-8.9%</b>

**Explanation of Results:** The Orchard Middle School staff continues to embrace our Mission "Learning for All Whatever it Takes." We are improving at examining data and doing what we deem is best for our students. We are pleased that the majority of our student cells experienced growth, but not satisfied. We are encouraged by the results, yet challenged to address the needs of those students not meeting standard, as well as those students who do. The vast majority of Learning Improvement Days were allocated to Team collaboration. All of our students were informed of their progress, and achievement goals were set with each student individually prior to the WASL. We have three Special Education classes at OMS. Two are resource rooms, which assist students in their

**List schedule changes or extended learning opportunities created to address student needs:**

After School Program/study club, enrichment classes after school, AVID classes for participating students, and ESL and Title support for qualified students. This last year 06-07 we created an intervention to address students not completing their work. The intervention was entitled Academic Catch-UP. Staff tracked and monitored all students with missing work, we made over 9,000 phone calls to inform parents of their students missing work. Students who failed to complete their work per our timeline were required to stay after school on a weekly basis to fulfill their responsibilities. (Modified 07-08 )

**Content Area: Math 6th**

**School: Orchard Middle School**

**Goal:** (45.2%) Goal was based upon a 10% increase over the 05-06 WASL results.

**Strategies:**

1. Targeted 6th & 7th grade students will receive additional direct mathematics instruction to enrich and supplement their math skills and understanding. All 6th grade students will rotate on a quarterly basis through exploratory mathematics designed to supplement their math skills and understanding of the WASL format. Title mathematics will supplement students qualifying under program guidelines
2. Mathematics instructors will participate in CMP2 trainings and implement the intended curriculum per design utilizing the constructivist approach. Team will continue to collaboratively meet per LIT direction and building plan to analyze data and determine instructional growth and emphasis
3. Math team will develop assessments to assess student knowledge of content strands concepts. All math students will be assessed utilizing common pre and post classroom based assessments developed by the OMS math team based upon Content strands.

**Results:**

<b>All 6th grade</b>	<b>47.3%</b>	<b>+12.1%</b>
<b>Low Income</b>	<b>35.2%</b>	<b>+18%</b>
<b>Hispanic</b>	<b>32.1%</b>	<b>+17.8%</b>
<b>White</b>	<b>62.6%</b>	<b>+12%</b>
<b>Limited Eng</b>	<b>10.7%</b>	<b>+10.7%</b>
<b>Migrant</b>	<b>27.3%</b>	<b>+18.7%</b>
<b>Special Ed</b>	<b>19%</b>	<b>+19%</b>

**Explanation of Results:** The vast majority of Learning Improvement Days were allocated to teams for collaboration. We are very intentional in requiring our students to participate in interventions should their test scores indicate a need. We have multiple interventions in place at OMS to address the needs of all of our students. One of our most successful interventions has focused on our struggling cells, as identified by No Child Left Behind (Target Math). We are broadening student participation in this intervention to address student needs. I believe the district's focus on alignment of curriculum, instruction, and assessment will in the future also strengthen our mathematics achievement. All students were individually informed of their progress, and achievement goals were set prior to the WASL.

**List schedule changes or extended learning opportunities created to address student needs:**

Target math classes: Two at 7th grade level, and one at 6th grade level. Sixth Exploratory, WASL focused Math classes at 6th grade level, Title mathematics classes (Grades 6-7-8), After School program/study club, and AVID tutorials for participating students (grades 7-8). This year (06-07) we have expanded our Target math classes, and added Academic Catch Up to assist our students. \* This last year 06-07 we created an intervention to address students not completing their work. The intervention was entitled Academic Catch-UP. Staff tracked and monitored all students with missing work, we made over 9,000 phone calls to inform parents of their students missing work. Students who failed to complete their work per our timeline were required to stay after school on a weekly basis to fulfill their responsibilities. (Modified 07-08 )

**CIPP BOARD REVIEW SUMMARY**

**2006-2007**

**Content Area: Reading 7th**

**School: Orchard Middle School**

**Goal:** (63.8%) Goal was based upon a 10% increase over the 05-06 WASL results.

**Strategy:**

1. Data will determine literacy instructional emphasis at all grade levels.
2. Instruction will be driven by district generated reading assessments. Initial instruction will be focused on Summarization/Main Idea. Subsequent instruction TBD based upon CBAs.

3. Students will be taught and demonstrate understanding of reading targets in all reading classes; understanding will be supported in content area classes. Students will be taught Active Thinking Strategies.

<b>Results: All 7<sup>th</sup> grade</b>	<b>65.5%</b>	<b>+11.7%</b>	<b>Low Income</b>	<b>52.7%</b>	<b>+14.3%</b>
			<b>Hispanic</b>	<b>50.8%</b>	<b>+19.7%</b>
			<b>White</b>	<b>75.7%</b>	<b>+3.5%</b>
			<b>Limited Eng</b>	<b>26.9%</b>	<b>+20.2%</b>
			<b>Migrant</b>	<b>48.5%</b>	<b>+22.9%</b>
			<b>Special Ed</b>	<b>18.2%</b>	<b>+18.2%</b>

**Explanation of Results:** As a building team, we are obviously encouraged by our results. We are continually seeking manageable and effective ways to address the learning needs of our students. We are growing in our understanding of Professional Learning Communities and are thus slowing setting aside traditional practices or mindsets. At OMS teamwork and collaboration is continuing to grow. We are continually challenged to meet the learning needs of all our students and will not be deterred from moving forward with our mission: Learning for All Whatever it Takes. The vast majority of Learning Improvement Days were allocated to Team collaboration. All of our students were informed of their progress, and achievement goals were set with each student individually prior to the WASL

**List schedule changes or extended learning opportunities created to address student needs:**

After School Program/study club, enrichment classes after school, AVID classes for participating students, and ESL and Title support for qualified students. This year we have created reading classes for 8<sup>th</sup> graders failing to pass the 05-06 WASL and Academic Catch Up to address student learning. This last year 06-07 we created an intervention to address students not completing their work. The intervention was entitled Academic Catch-UP. Staff tracked and monitored all students with missing work, we made over 9,000 phone calls to inform parents of their students missing work. Students who failed to complete their work per our timeline were required to stay after school on a weekly basis to fulfill their responsibilities. (Modified 07-08)

**Content Area: Math 7<sup>th</sup>**

**School: Orchard Middle School**

**Goal: (56.9%)** Goal was based upon a 10% increase over the 05-06 WASL results.

**Strategies:**

1. Targeted 6<sup>th</sup> & 7<sup>th</sup> grade students will receive additional direct mathematics instruction to enrich and supplement their math skills and understanding. All 6<sup>th</sup> grade students will rotate on a quarterly basis through exploratory mathematics designed to supplement their math skills and understanding of the WASL format. Title mathematics will supplement students qualifying under program guidelines
2. Mathematics instructors will participate in CMP2 trainings and implement the intended curriculum per design utilizing the constructivist approach. Team will continue to collaboratively meet per LIT direction and building plan to analyze data and determine instructional growth and emphasis
3. Math team will develop assessments to assess student knowledge of content strands concepts. All math students will be assessed utilizing common pre and post classroom based assessments developed by the OMS math team based upon Content strands.

<b>Results:</b>	<b>All 7<sup>th</sup> grade</b>	<b>52.8%</b>	<b>+5.9%</b>
	<b>Low Income</b>	<b>39.6%</b>	<b>+5.5%</b>
	<b>Hispanic</b>	<b>36.5%</b>	<b>+6.0%</b>
	<b>White</b>	<b>64.9%</b>	<b>+4.1%</b>
	<b>Limited Eng</b>	<b>7.7%</b>	<b>+1.0%</b>
	<b>Migrant</b>	<b>33.3%</b>	<b>+4.4%</b>
	<b>Special Ed</b>	<b>0%</b>	<b>-7.7%</b>

**Explanation of Results:** The vast majority of Learning Improvement Days were allocated to teams for collaboration. We are very intentional in requiring our students to participate in interventions should their test scores indicate a need. We have multiple interventions in place at OMS to address the needs of all of our students. One of our most successful interventions has focused on our struggling cells, as identified by No Child Left Behind(Target Math). We are broadening student participation in this intervention to address student needs. As previously mentioned, we are examining our Special Education mathematics scores. I believe the district's focus on alignment of curriculum, instruction, and assessment will in the future also strengthen our mathematics achievement. All students were individually informed of their progress, and achievement goals were set prior to the WASL.

**List schedule changes or extended learning opportunities created to address student needs:**

Target math classes at 7<sup>th</sup> grade level, exploratory WASL focused Math classes at 6<sup>th</sup> grade level, Title mathematics classes (Grades 6-7-8), After School program/study club, and AVID tutorials for participating students (grades 7-8). **This year (06-07) we have expanded our Target math classes, and added Academic Catch Up to assist our students.** This last year 06-07 we created an intervention to address students not completing their work. The intervention was entitled Academic CatchUP. Staff tracked and monitored all students with missing work, we made over 9,000 phone calls to inform parents of their students missing work. Students who failed to complete their work per our timeline were required to stay after school on a weekly basis to fulfill their responsibilities. (Modified 07-08)

**Content Area: Writing 7<sup>th</sup>**

**School: Orchard Middle School**

**Goal: (70.7 %)** Goal was based upon a 10% increase over the 05-06 WASL results.

**Strategies:** Students will be instructed in the use of 4 Square or other graphic organizers for use in the planning process and will be assessed with WASL format prompts on ideas, organization and conventions.

Instruct students in the use of graphic organizers and responding to WASL format questions.

Students will be instructed in punctuation, capitalization, grammar and usage, sentence structure, and paragraph structure all of which are measured under the conventions strand of the WASL.

<b>Results: Results:</b>	<b>All 7<sup>th</sup> grade</b>	<b>57%</b>	<b>-3.7%</b>
	<b>Low Income</b>	<b>48.4%</b>	<b>-3.9%</b>
	<b>Hispanic</b>	<b>50.8%</b>	<b>+5.8%</b>
	<b>White</b>	<b>62.2%</b>	<b>-9.1%</b>
	<b>Limited Eng</b>	<b>30.8%</b>	<b>+4.1%</b>

<b>Migrant</b>	<b>42.4%</b>	<b>-5.0%</b>
<b>Special Ed</b>	<b>27.3%</b>	<b>+20.2%</b>

**Explanation of Results:** We are somewhat perplexed by our writing results and are examining the issue. Our writing scores have continually climbed, but with an erratic up and down pattern every other year. Last year our scores climbed 15% this year we dipped 3.7%.

The vast majority of Learning Improvement Days were allocated to teams. Writing is linked to our cores. We currently have no interventions other than our building plan/goals designed to specifically support writing. We have focused on writing and have had writing prompts in place for each grade level similar to the new district assessments. Our writing strategies have focused heavily on organization, which a majority of our writers have lacked. We are now increasing our focus on writing style, voice, word choice, and sentence fluency, which should prompt more growth. Conventions have always been an issue with our students. We are continuing to address that area of need. We are seeking a balance of writing emphasis that will enable all student cells to grow on a yearly basis. All students were individually informed of their progress, and achievement goals were set prior to the WASL.

**List schedule changes or extended learning opportunities created to address student needs:**

After school program / Study club, Avid, Academic Catch-UP

This year (06-07) we have implemented Academic Catch-Up. This is a mandatory intervention after school on a weekly basis to address student learning. This last year 06-07 we created an intervention to address students not completing their work. The intervention was entitled Academic Catch-UP. Staff tracked and monitored all students with missing work, we made over 9,000 phone calls to inform parents of their students missing work. Students who failed to complete their work per our timeline were required to stay after school on a weekly basis to fulfill their responsibilities. (Modified 07-08)

**CIPP BOARD REVIEW SUMMARY**

**2006-2007**

**Content Area: Reading 8th School: Orchard Middle School**

**Goal:** (84.8%) Goal was based upon a 10% increase over the 05-06 WASL results.

**Strategy:**

1. Data will determine literacy instructional emphasis at all grade levels.
2. Instruction will be driven by district generated reading assessments. Initial instruction will be focused on Summarization / Main Idea. Subsequent instruction TBD based upon CBAs.
3. Students will be taught and demonstrate understanding of reading targets in all reading classes; understanding will be supported in content area classes. Students will be taught Active Thinking Strategies.
4. Additional 8th grade literacy classes scheduled comprised of 8th grade students not meeting standard on the 05-06 7th grade WASL will be supported in content area classes. Students will be taught Active Thinking Strategies.

<b>Results:</b>	<b>All 8<sup>th</sup> grade</b>	<b>69.9%</b>	<b>-4.9%</b>
	<b>Low Income</b>	<b>58.6%</b>	<b>-8.9%</b>
	<b>Hispanic</b>	<b>54.7%</b>	<b>-7.2%</b>
	<b>White</b>	<b>81.9%</b>	<b>-.7%</b>
	<b>Limited Eng</b>	<b>32.0%</b>	<b>+10.7%</b>
	<b>Migrant</b>	<b>57.1%</b>	<b>+2.8%</b>
	<b>Special Ed</b>	<b>29.4%</b>	<b>-1.4%</b>

**Explanation of Results:** As a building team, we recognized that per our previous years results, that we needed to try and intervene with our current 8th grade students in reading. We created two 8th grade literacy classes for students that did not meet standard in reading the previous year. Despite the intervention our scores dipped. We are continually seeking manageable and effective ways to address the learning needs of our students. We are growing in our understanding of Professional Learning Communities and are thus slowing setting aside traditional practices or mindsets. At OMS teamwork and collaboration are continuing to grow. We are continually challenged to meet the learning needs of our students and will not be deterred from moving forward with our mission: Learning for All Whatever it Takes. The vast majority of Learning Improvement Days were allocated to Team collaboration. All of our students were informed of their progress, and achievement goals were set with each student individually prior to the WASL

**List schedule changes or extended learning opportunities created to address student needs:**

After School Program/study club, enrichment classes after school, , AVID classes for participating students, and ESL and Title support for qualified students. This year we have created reading classes for 8th graders failing to pass the 05-06 WASL. This last year 06-07 we created an intervention to address students not completing their work. The intervention was entitled Academic CatchUP. Staff tracked and monitored all students with missing work, we made over 9,000 phone calls to inform parents of their students missing work. Students who failed to complete their work per our timeline were required to stay after school on a weekly basis to fulfill their responsibilities. (Modified 07-08)

**Content Area: Math 8th School: Orchard Middle School**

**Goal: (44.9%)** Goal was based upon a 10% increase over the 05-06 WASL results..

**Strategies:**

1. Targeted 6th & 7th grade students will receive additional direct mathematics instruction to enrich and supplement their math skills and understanding. All 6th grade students will rotate on a quarterly basis through exploratory mathematics designed to supplement their math skills and understanding of the WASL format. Title mathematics will supplement students qualifying under program guidelines
2. Mathematics instructors will participate in CMP2 trainings and implement the intended curriculum per design utilizing the constructionist approach. Team will continue to collaboratively meet per LIT direction and building plan to analyze data and determine instructional growth and emphasis

3. Math team will develop assessments to assess student knowledge of content strands concepts. All math students will be assessed utilizing common pre and post classroom based assessments developed by the OMS math team based upon Content strands.

<b>Results:</b>	<b>All 8<sup>th</sup> grade</b>	<b>44.4%</b>	<b>+9.8%</b>
	<b>Low Income</b>	<b>32.9%</b>	<b>+9.8%</b>
	<b>Hispanic</b>	<b>31.7%</b>	<b>+4.7%</b>
	<b>White</b>	<b>54.9%</b>	<b>+16.9%</b>
	<b>Limited Eng</b>	<b>8.0%</b>	<b>-1.1%</b>
	<b>Migrant</b>	<b>32.4%</b>	<b>+11.8%</b>
	<b>Special Ed</b>	<b>6.3%</b>	<b>+6.3%</b>

**Explanation of Results:** The vast majority of Learning Improvement Days were allocated to teams for collaboration. We have multiple interventions in place at OMS to address the needs of all of our students. One of our most successful interventions has focused on our struggling cells, as identified by No Child Left Behind. (Target Math) We are broadening student participation in this intervention to address student needs. I believe the district's focus on alignment of curriculum, instruction, and assessment will in the future also strengthen our mathematics achievement. All students were individually informed of their progress, and achievement goals were set prior to the WASL.

**List schedule changes or extended learning opportunities created to address student needs:**

Target math classes one at 6<sup>th</sup> and two at 7<sup>th</sup> grade level, exploratory WASL focused Math classes at 6<sup>th</sup> grade level, Title mathematics classes (Grades 6-7-8), After School program/study club, and AVID tutorials for participating students (grades 7-8). **This year (06-07) we have expanded our Target math classes.** This last year 06-07, we created an intervention to address students not completing their work. The intervention was entitled Academic CatchUP. Staff tracked and monitored all students with missing work, we made over 9,000 phone calls to inform parents of their students missing work. Students who failed to complete their work per our timeline were required to stay after school on a weekly basis to fulfill their responsibilities. (Modified 07-08)

**2006-2007**

**Content Area: Science 8th** **School: Orchard Middle School**

**Goal:** (50.9%) Goal was based upon a 10% increase over the 05-06 WASL results.

**Strategy:**

1. Students will be taught the science power standards.
2. Students will be taught grade level specific vocabulary and assessed 4 times yearly.
3. Students will be given opportunities to practice WASL format throughout the year via CBAs.
4. Students will chart and monitor their growth on the CBAs and vocabulary assessments in their portfolios.
5. Students will receive intervention or enrichment based on data.

<b>Results:</b>	<b>All 8<sup>th</sup> grade</b>	<b>51.0%</b>	<b>+10.1%</b>
	<b>Low Income</b>	<b>34.9%</b>	<b>+7.4%</b>
	<b>Hispanic</b>	<b>28.1%</b>	<b>+11.4%</b>
	<b>White</b>	<b>69.9%</b>	<b>+14.5%</b>
	<b>Limited Eng</b>	<b>4.0%</b>	<b>+4.0%</b>
	<b>Migrant</b>	<b>31.4%</b>	<b>+10.8%</b>
	<b>Special Ed</b>	<b>11.8%</b>	<b>+11.8%</b>

**Explanation of Results:** The science plan was developed by the district team and implemented at OMS as designed. The OMS Science team is collaborative. As a building team, we are obviously encouraged by our results. We are continually seeking manageable and effective ways to address the learning needs of our students. The vast majority of Learning Improvement Days were allocated to Team collaboration. All of our students were informed of their progress, and achievement goals were set with each student individually prior to the WASL.

List schedule changes or extended learning opportunities created to address student needs:

After School Program/study club, enrichment classes after school, level, AVID classes for participating students, ESL and Title support for qualified students. We created reading classes for 8<sup>th</sup> graders failing to pass the 05-06 WASL and Academic Catch Up to address student learning.

The Board asked Mike Hopkins many questions about the innovative ways his staff used in getting the students to be successful based on their improved test results. AVID and Gear UP programs were a big part of getting students the help they needed. He said the staff got together as a team and thought outside the box.

**CIPP BOARD REVIEW SUMMARY**

**Content Area: Reading - School: Pioneer 07-08** Principle Mark Helm reported the following to the board:

**Goal:** The % of Pioneer students meeting the grade level standard on Classroom Based Assessments will be: 6<sup>th</sup> grade - 70%, 7<sup>th</sup> grade – 80%, and 8<sup>th</sup> grade – 80% by the end of the 3<sup>rd</sup> quarter assessment.

**Strategy:** Teachers in all content areas will emphasize read-a-louds with content materials, modeling thinking strategies, the use of the “Better Answers” approach to answering test questions and emphasize the vocabulary development in their subject area.

**Results:** The 3<sup>rd</sup> Quarter CBA was not given. The 2<sup>nd</sup> quarter CBA data was: 6<sup>th</sup> Grade - 48.3%, 7<sup>th</sup> Grade – 67%, 8<sup>th</sup> Grade – 61.5%. WASL results: 6<sup>th</sup> Grade – 63.8%, 7<sup>th</sup> Grade – 63.6%, 8<sup>th</sup> Grade – 70.4%.

**Explanation of Results:** We are surprised by the results. We felt that we were taking some creative steps to address vocabulary development through Morphographs and individual student vocabulary logs. Comprehension and Critical Thinking seemed to be the weakness across grade levels. We began our Guided Study and Lunch-time Study Hall

Interventions believing this would help with student homework completion, understanding ultimately WASL scores. Our Instructional Coach was instrumental in providing the training to our staff for Reading and Writing.

**List schedule changes or extended learning opportunities created to address student needs:** All of our Core classes are now integrated (no sheltered) with the exception of one 6<sup>th</sup> grade Bilingual Core and one 8<sup>th</sup> grade IEP Core. We are hoping to address some culture issues as well as expectation issues (high expectations for all students) by doing this. We are also asking teachers to have a Student Learning Objective stated on the board each day as well as a Vocabulary Objective.

#### CIPP BOARD REVIEW SUMMARY

**Content Area: Math**

**School: Pioneer 07-08**

**Math Goal:** The % of Pioneer CMP students meeting the grade level standard on the CMP unit tests will be 70%.

**Strategy:** Math Team Leader will present the 5 parts of a graph/chart as well as different kinds of charts that can be used, at the August Principal's Day. All teachers will ask their students to convert their test scores from a fraction to a decimal, decimal to fraction, and/or set up a ratio.

**Results:** The Math CBA never got off the ground so we were not able to focus on the goal.

**Explanation of Results:** We were quite pleased with our WASL results. Though we did not make AYP in Math, we targeted our Low Income population last year (as that was the group that was in AYP) and we were able to make it out in that category. Also, we had growth across the board, in spite of a new curriculum being implemented (CMP II). We also had 2 WASL

Boot Camps and 2 Math Academies paid for by Special Programs, which addressed the students who we believed needed some extra help in order to meet standard on the WASL.

**List schedule changes or extended learning opportunities created to address student needs:** Nothing new other than separating our 7<sup>th</sup> and 8<sup>th</sup> grade CMP and Algebra students this year (they were mixed classes last year). We will have the Math Academies and Boot Camps again this year.

#### CIPP BOARD REVIEW SUMMARY

**Content Area: Writing**

**School: Pioneer 07-08**

**Writing Goal:** The number of Pioneer students meeting standard on the Writing CBAs at each grade level will be 65%.

**Strategy:** All teachers will pay attention to Content, Organization, and Style in their content writing assignments. Teachers will emphasize the Prefix, Suffix, and Root words that are specific to their content area.

**Results:** There was a new Writing rubric introduced last year. Because of this the 3<sup>rd</sup> quarter CBA was not given and there were glitches with the Haggis data entry. The percentage of 7<sup>th</sup> grade students passing the writing WASL was 57.4% up 4% from last year.

**Explanation of Results:** Our teachers are really buying into the idea that they need to support writing in all content areas. This is being done through Science lab write-ups, extended response math answers, and essays in Health to name a few. We also began implementation of Daybooks, which we feel helped our students develop as writers. Teachers also used the Nancy Atwell materials as a resource. This writing program focuses on writing that has meaning for kids, such as memoirs and poetry, versus the 5 paragraph essay.

**List schedule changes or extended learning opportunities created to address student needs:** Nothing new other than full implementation of Daybooks at all 3 grade levels. Reading and Writing instruction is very intertwined so please see this section under "Reading."

Mark Helm explained to the board the many ways they are making efforts to reach students by offering study hall at lunch time, working on the student's self imagine "Poor reader is not a Poor Thinker". Offering differential training for all staff. Mark said by eliminating sheltered classes in core classes forces to teach to all students. He also talked about the Math and Reading Academies increasing all scores to passing. The board thanked him for his efforts and hard work.

#### CIPP BOARD REVIEW SUMMARY

**Content Area: Reading/Writing School: WHS Michele Wadeikis reported the following to the board:**

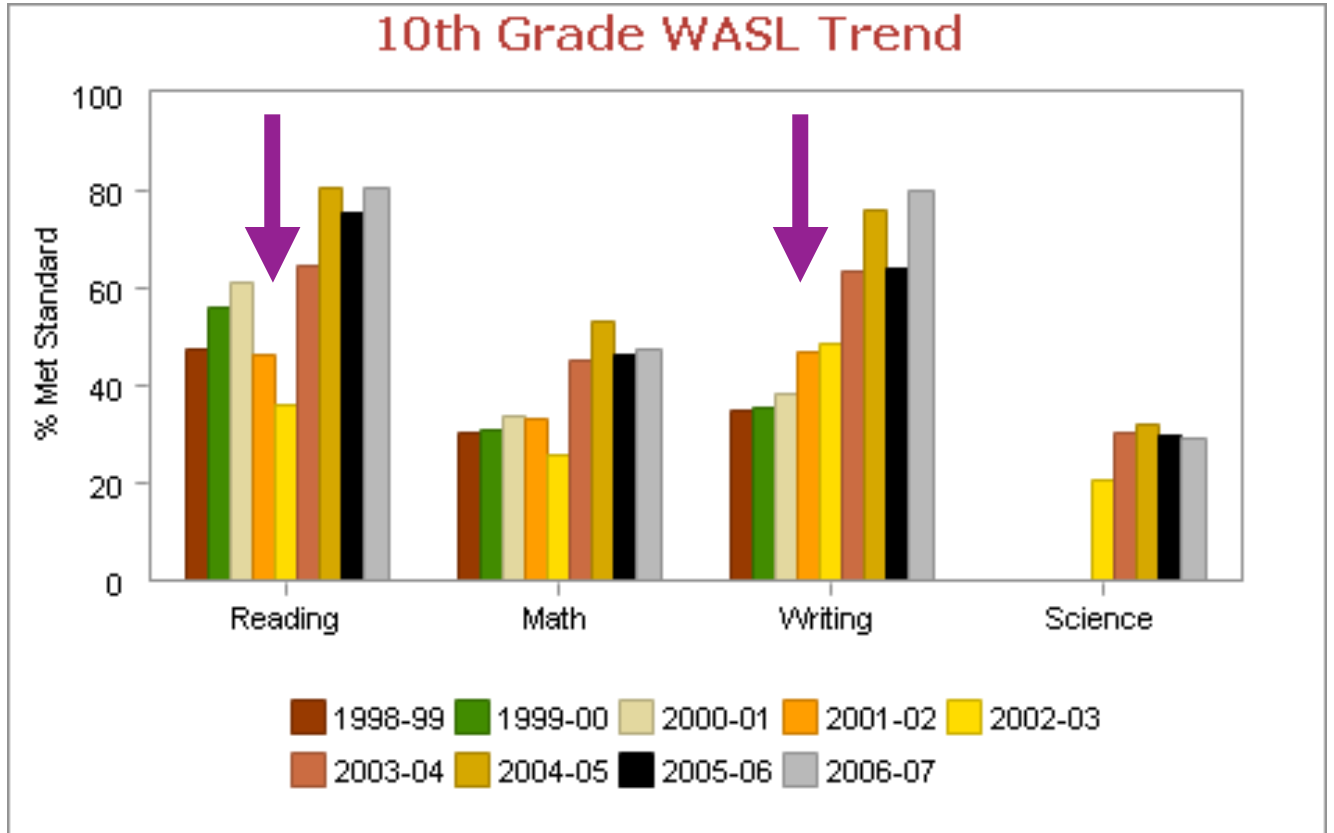
**Goal: Wenatchee High School Language Arts Department**

- 1) will align the 9/10 curriculum with Reading, Writing, & Communication GLEs.
- 2) will align ESL I, II, and III with ESL standards.
- 3) will refine the Reading Classroom Based Assessments for grades 9-10.

**Strategy/ies:**

1. GLE Awareness training
2. Further professional development based on participants' feedback
3. GLE alignment with 9-10 curriculum
4. Overview of the Reading WASL modules
5. Align ESL I, II, III with ESL standards
6. Refined 9-10 1<sup>st</sup> semester Reading CBAs
7. Administer 9-10 1<sup>st</sup> semester Reading CBAs
8. Discussed and analyzed data from 1<sup>st</sup> semester Reading CBAs
9. Refined 10<sup>th</sup> grade 2<sup>nd</sup> semester Reading CBAs
10. Administer 10<sup>th</sup> grade 2<sup>nd</sup> semester Reading CBAs
11. Scoring/range finding of 2<sup>nd</sup> semester 10<sup>th</sup> grade Reading CBAs
12. Discuss and analyze data from 10<sup>th</sup> grade 2<sup>nd</sup> semester Reading CBAs
13. Refined 9<sup>th</sup> grade 2<sup>nd</sup> semester Reading CBAs
14. Administer 9<sup>th</sup> grade 2<sup>nd</sup> semester Reading CBAs
15. Scoring/range finding of 9<sup>th</sup> grade 2<sup>nd</sup> semester Reading CBAs
16. Discuss and analyze data from 9<sup>th</sup> grade 2<sup>nd</sup> semester Reading CBAs

**Results:**



Students not meeting standard

Current 11<sup>th</sup> graders

82 – Writing  
 100 – Reading

Current 12<sup>th</sup> graders

30 – Writing  
 28 – Reading

- Reading Scores for our Sophomore Class remained relatively the same with slight growth overall in Reading and Writing, but cell data still remains the issue.
- Numbers are a bit generalized based on previous scores, no shows, etc.

Content Area: Reading/Writing

School: WHS

Explanation of Results:

Accomplishments

- GLE Awareness training
- Aligned ESL I, II, III with ESL standards
- Refined 9-10 1<sup>st</sup> & 2<sup>nd</sup> sem. Reading CBAs
- Discuss, administer & analyzed data 9 & 10<sup>th</sup> 1<sup>st</sup> & 2<sup>nd</sup> sem. Reading CBAs
- Scoring/range finding of 2<sup>nd</sup> sem. 9<sup>th</sup> & 10<sup>th</sup> grade Reading CBAs
- Refine data collection tool

Next Steps

- Further professional development based on participants' feedback
- GLE alignment with 9-10 curriculum
- Overview of the Reading WASL modules  
 Refine 9-10 Reading CBAs

List schedule changes or extended learning opportunities created to address student needs:

- Students who are Juniors or Seniors and who were not successful on the WASL placed in Literacy Skills.
  - o Approximately 70 Level One WASL students (375 and below) in Literacy Seminar for Reading and

Writing and COE's in both areas. Level Two students are being targeted by the SSF and given to each teacher of Language Arts.

Those students who are behind in Language credits are placed in Credit Retrieval.



**CIPP BOARD REVIEW SUMMARY**  
2006-2007

Content Area: Math

School: WHS

Goal: The WHS Math Department will begin the development and implementation of a classroom-based assessment system in Algebra and Geometry courses that does the following:

1. Measures progress on the Mathematics GLEs, giving students and teachers helpful feedback.
2. Provides a means for students to track and measure their progress.
3. Exposes students to the Mathematics WASL testing format.
4. Predicts success on the Mathematics WASL.
5. Is scored with consistency.
6. Includes an electronic data collection tool that is used in collaborative department discussions to inform instruction, professional development planning, and CIPP Reviews.

Strategy/ies:

Algebra 1

1. Department Chair will create a timeline for completion of work.
2. Algebra teachers will create CBA's for at least each semester with a scoring guide.
3. Brent Morrison (ESD) will review CBA's and help develop.
4. Range Finding with a representative sample of student work.
5. Collaboratively score assessment with whole department.
6. Work with Ron Brown to develop and build a data analysis tool.
7. Algebra teachers will enter data, analyze results, and plan for instruction.
8. Pilot College Prep Math (CPM) in Algebra 1 class for 07-08 school year.

Math Essentials

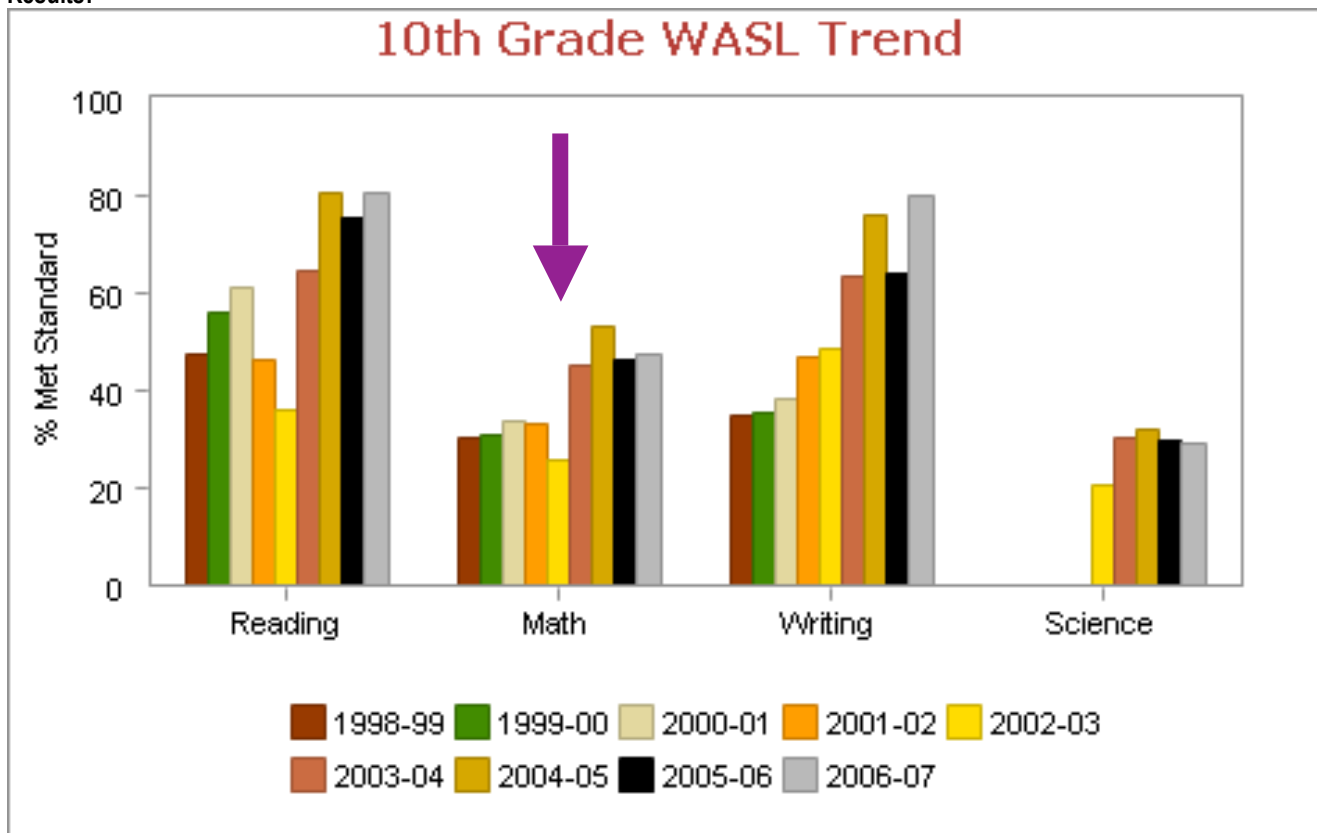
Math Department will:

9. pilot Cognitive Tutor.
- 1 0. develop criteria for placement in Math Essentials for incoming 8<sup>th</sup> graders.
- 1 1. develop a protocol for exiting students from Math Essentials.
- 1 2. develop and implement a procedure to monitor student progress in students regular Algebra class to disseminate to Math Essentials teachers.

Content Area: Math

School: WHS

**Results:**



Students not meeting standard

Current 11<sup>th</sup> graders

268 – Math

Content Area: Math

Explanation of Results:

Accomplishments

- Piloting new curricula for 07 & 08
- Lowest level math @ WHS is Alg. 1
- Assistance will be from Math Essentials
- Level 1 & 2 based on attendance
- Dept. met to make WASL type assessments
- COE was developed
- COE implemented in WASL prep class
- Implemented WASL prep class
- Trained staff and piloted Cognitive Tutor (computer)
- Site visits to determine and evaluate programs
- Trained on CPM
- Piloted connected math with Alg. 1 classes

Next Steps

- Select curriculum for Alg. 1
- Deep align new curriculum
- Pilot Geometry CPM
- Re-evaluate placement of students

Content Area: Math

School: WHS

List schedule changes or extended learning opportunities created to address student needs:

- All students properly placed in appropriate math courses.
- We are also going to begin a campaign to have all of these students sign up for and prepare in class for the ACT test as a safety net.
- Math Essentials - students needing support along with Alg 1.
- Applied Math - Level 2 scoring on WASL (bubble) students.
  - o We have four section of Applied Math for our 90 Level Two students (375 - 399) to help them prepare to pass the WASL and handle the COE.
- Segmented Math was for students who were not currently enrolled or at Level 1 on the WASL.
  - o We have six sections of the Segmented Math for Level One students (below 375) helping 120 to 140 students prepare to pass the Math WASL and handle the COE.

Principal Michele Wadeikis guided the board through all the information on test scores, math and science, AP courses, Foundation classes and the Bridges Program. Ron Brown answered questions about the On-Line Academy, the classes are full and offering an alternative for some students and working out very well. They discussed AYP and where the high school is heading. The counselors and Ricardo Iniguez are working on scheduling and with equivalences. There was also a lot of talk concerning what kids are going to walk in graduation and how the breakdown will work for passing WASL. They plan to discuss this during their retreat. The board thanked Ms. Wadeikis for the report and her efforts.

#### **CIPP BOARD REVIEW SUMMARY**

For School Year: 2006 - 2007

**Content Area: Reading:**

**School: WestSide High School – Principal Chet Harum Reported the following to the board.**

Goal:

WestSide High School's tenth grade WASL students will improve their scores to 75% passing in the area of reading as measured by the 2007 WASL test results. Current measure 70% (*goal set in accordance with NCLB uniform state bar in order to reach 100% passing by 2014*)

Strategies:

1. Test every incoming 9-10<sup>th</sup> grader using Maps (full inventory)
2. Place students on WASL timeline (1QTW-7QTW)
3. Complete coursework in reading and writing specifically catered to WASL preparation and skill development

- Fluency test all students with Lexile score below grade level (roughly 800) twice quarterly until student achieves grade level score
  - Teach fluency building strategies to low readers
  - Teach vocabulary skills (Word Walls, 6-Word-Stories, Rewards, context clues, word chunking)
  - On-Demand testing using WASL released items at least twice quarterly
4. Remediation during 1<sup>st</sup> period to students reading below 6<sup>th</sup> grade level (to be taken concurrently with reading course)
  5. All 10<sup>th</sup> graders complete *Read-Write* crash course, offered 3<sup>rd</sup> quarter just prior to WASL.
  6. Test students quarterly to gauge vocabulary growth.

**Results: 2007 we exceeded our goal**

90% passed the WASL, all sub group scores are high as well. Lowest score was 82%

**Explanation of Results:**

We feel we have found a system in our WASL Core that works well with our students. Assess them early and frequently to check progress towards the specific WASL academic strands. Adjust to the needs of our students with curriculum that is designed to assist students with the specific WASL strand with which they need assistance. In addition, our flexibility to work with students in a way that is performance based and not seat time based is essential in working with individual needs.

**List schedule changes or extended learning opportunities created to address student needs:** We have several issues we are dealing with: Mobility of students, taking in new WASL students every month, an increase in younger students enrolling, and communication issues. We have coordinated procedures to help address all of this. We spent time working collaboratively once a month making sure our building strategies were being accomplished. We call these WASL Core Team Meeting Days.

**Content Area: Math:**

**School: WestSide High School**

**Strategies:**

1. Administer the AGS (full inventory) test with every incoming ninth and tenth grade student
2. Place students on WASL timeline (1QM-7QM)
3. Complete coursework in Integrated Math and Math 10 specifically catered to WASL preparation and skill development
  - a. Using a classroom based assessments designed to measure all WASL strands, test all students quarterly until students achieve mastery in each strand
  - b. Design individual student responsibility contracts targeted at deficient math strands and the student's the quarter sequence
  - c. Teach to each math strand
  - d. Teach; content and context for each math WASL strand, Math vocabulary, Math writing strategies, and WASL testing format
4. Remediation during 1<sup>st</sup> period to students below 6<sup>th</sup> grade math level (to be taken concurrently with Integrated Math course)
5. All 10<sup>th</sup> graders complete *WASL Math* crash course, offered 3<sup>rd</sup> quarter just prior to WASL.
6. Using the results of the WASL and AGS inventory, individualized plans will be developed for those who failed WASL in order to pass the test or meet alternative assessment requirements
7. Create a "user friendly" data management system for math classes to track student's in-progress data on meeting Math strands

**Results: 2007 we did not make the growth that we were hoping for we had 13% of our students meet standard,**

We had 7 students who nearly passed just missing by less than 10 points, if they had passed we would have had a 38% passing (which is what we predicted)

**Explanation of Results:**

Many factors come into play with this particular score. The week before the students took the test we were trying to convince them the media was wrong and they did have to pass the Math WASL. In addition, the state added a third math practice test in the mix (motivation was very low). We did look closer at the data and found that 75% of our students passed the test that had been enrolled at WestSide for more than 3 quarters. We get so many students who come to us just before the test. It is very difficult in Math to give them enough strategies to pass the test with such short timelines. We know that what we are doing with the students is working and given enough time with them we can get them to a pass this test.

**List schedule changes or extended learning opportunities created to address student needs:** We completed three WASL aligned classroom based assessments, created a new system for data entry for quick student progress information, we continued to add more specific curriculum addressing each specific math strand, we had students chart their own progress with a new student chart system, and much more.

**Content Area: Writing:**

**School: WestSide High School**

**Goal:**

WestSide High School's tenth grade WASL students will improve their scores to 72% passing in the area of writing as measured by the 2007 WASL test results. Current measure 65%(goal set in accordance with the WSD board goal of 90% meeting WASL writing standard by 2008)

**Strategy/ies:**

1. Train each 10<sup>th</sup> grader to understand and use the WASL adopted 6-trait assessment rubric
  - Content, Organization, Style: word choice, transitions, sentence length, voice, on/off topic and sense of completeness
  - Conventions: spelling and grammar
2. Develop an individualized plan that will prepare students who fail WASL Writing to pass WASL retakes or meet Washington State's WASL alternative assessment requirements
3. Utilize OSPI modules to supplement and enrich our writing curriculum
4. Track three quarters until WASL students, to determine the effectiveness of our Writing program.

5. A portfolio of all WASL related **material** will be collected on each student and stored by WASL core teacher to used for the 'Body of Evidence" WASL alternative assessment and for our culminating project
6. All 10<sup>th</sup> graders complete *Read-Write* crash course, offered 3<sup>rd</sup> quarter just prior to WASL.

**Results: 2006 we exceeded our goal**

**78% passed** the WASL

**Explanation of Results:**

These results can be explained in the same manner as reading. Additionally, the entire staff beyond the WASL core, scores required writing assignments using the district writing rubric. Students are encouraged to use the writing strategies they have learned in our Write 10 course in all their classes.

Principal Chet Harum outlined the successes WSHS is having. The success the students are having is very encouraging for the staff. They are very creative in the learning and teaching styles to make it work for all the students. The board thanked Mr. Harum and his staff for their efforts and hard work.

**DISCUSSION POINTS OF PRINCIPALS:**

What can the board do to help support the schools? After much discussion the highlights they touched were as follows:

- More Instructional Coaches
- Interventions Specialists
- Alignment of Curriculum
- Access to Data and reporting more accurately to state schools success
- Mentor Teachers
- Students need more time on tasks
- \$'s to support mandatory after school programs
- Certified teachers to have more time to help students
- 1-728 \$'s to send whole staff to trainings and pro-development opportunities for schools
- AVID Program continued
- Sustainability in programs
- Counselors working with kids not paperwork
- Tracking information - systems, which do not take teachers and counselors away from students
- Failure needs a cultural shift and a "how to"
- More communication with parents/parent involvement/parent nights
- Systemic approach to intervention
- Focus on Academia Intervention
- More of what Orchard has had the opportunity to do would help other schools, one principal added.

The board spent a lot of time interacting with the principals on these issues in an effort to help find a clear understanding of what, as leaders, the principals felt were the areas in most need. Discussion continued and covered many ideas and ways that the board could help the district reach some of the goals the schools have set for themselves. Principals feel good about their schools but frustrated that they can't do more to help their students, Executive Director Jodi Smith shared trainings coming up that are available for staff to attend, she mentioned the Professional Learning Community Model. The principals said they want to give the students hope and inspire them to succeed at all levels. The board thanked the Principals for their input and all the efforts they are putting forth for the staff and students in our district.

MEETING ADJOURNED AT 9:05 P.M.

President Kevin Gilbert adjourned the meeting at 9:05 p.m.

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President

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Secretary