



**Continuous School Improvement Plan  
District-Level Summary Analysis  
Program Year 2008-09**

***Report 3***

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| <p><b>Objective 1.1: (K-6) – Key Progress</b></p> <p>The key progress in this area centers on the implementation of the pilot RTI models at the elementary schools. The content area selected by the elementary schools to focus on for this pilot year has been RTI. While the actual internal assessment data is not conclusive across all grade levels, there are outlier data points which affect the district wide data. Reading performance has traditionally been a strength for our school district students, particularly at the elementary level. The RTI progress being made is planned to reach even more of the struggling readers than previously possible. The use of various universal screeners of reading ability is being piloted across the district. Elementary staffs are meeting to review data and inform flexible grouping decisions for the three tiers of student reading ability. All day kindergarten students are reported to have made substantial progress this year.</p> | <p><b>Objective 1.1: (K-6) – Key Barriers to Progress</b></p> <p>Several of the barriers identified by the elementary school staff include references to the need for time. Time is viewed both as an instructional need in the classroom and a need for collaborative time for staff to meet and compare notes on student progress. Both remediation and enrichment strategies and materials, along with their acquisition and implementation seem to be challenging. A potential barrier identified in some plans was the need for professional development for differentiation. As resources are pulled to a particular grade level or content, some other grade level or content has resources diminished. This tension is a barrier to progress. As there are limited resources, so too the planning and implementation is dicey for the sustainability of effective practice across all contents and grades. Assessment support is also vied as a barrier in some cases.</p> |
| <p><b>Objective 1.1: (K-6) Key Support Needs</b></p> <p>As is the case with the other content areas being reported on, time is mentioned as a key support need. As each of the elementary schools move forward with their RTI pilot plans, many of the schools have chosen reading as the content area to begin their work with. There is a need for professional development efforts explicitly linked to Response to Intervention. Time for staff to review data, get together and refine instructional plans based on the data, and sort through the various supplemental materials available is seen as a key support need. Consistent interventions are needed as is continued professional development for differentiation.</p>   | <p><b>Objective 1.1: (K-6) Key Adjustments</b></p> <p>Student performance will be monitored more frequently for each child at risk of reading difficulty. Flexible groupings will be between core, strategic and intensive instruction. Several of the schools have mentioned a desire to visit another RTI school recommended by the RTI consultant. There are new school-wide plans to identify uses for new resources. Additional reading instruction time will be allocated for students not making adequate progress or those in need of enrichment. Restructuring the academic support structure, including special education and Title 1 during conversion to the RTI model is another adjustment noted.</p>  |
| <p><b>Summary Analysis of Professional Development Activities to Date:</b></p> <p>RTI Training is vital to effective early intervention. The building RTI teams regularly meet to review data and interventions. Staff is beginning to understand the paradigm shift of RTI versus the old model of intervention. Because of the pilot nature of this project, different schools have supported different types of professional development connected both to universal screeners and their effective use and strategies to assist struggling readers. Elementary teachers have been represented on the District Language Arts Committee.</p>   |  |

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| <p><b>Objective 1.1: (7-8) Key Progress</b></p> <p>In the 7<sup>th</sup> grade, 89% passed mini assessment #3 (main idea/theme) and 89% passed #4 (inference). In the 8<sup>th</sup> grade, 88% passed mini assessment #4 (synthesize) and 86% passed #5 (inference). 65% of 7<sup>th</sup> graders passed the winter reading benchmark. Average gain for Read 180 students was 110 points on the Lexile scale. Six of those students met standard and are back in the regular classroom. 7<sup>th</sup> grade: 86% passed mini assessment #5 (summary) and 8<sup>th</sup> grade: 91% passed mini assessment #6 (questioning). 93% of 8<sup>th</sup> graders passed CBA (causes of conflict) and 90% of 7<sup>th</sup> graders passed CBA (civics). Average gain for Read 180 students was 65 points on the Lexile scale. Used 8<sup>th</sup> grade field trip to supplement 8<sup>th</sup> grade CBA, including multiple research texts.</p> | <p><b>Objective 1.1: (7-8) Key Barriers to Progress</b></p> <p>Attendance and motivation level of 5% of students still create a challenge for teachers to reach them. Read 180 program is successful, but it is tough on computers, creating interruptions to the learning environment. Not enough time for language arts teachers to cover all three testable areas. Still not seeing adequate progress for special education students due to lack of special education support. Lack of READ 180 seats available for bubble kids who could benefit from limited (2-3 week) sessions. Needs to be a safe, established process for peer observations. Need full time support (specialist or highly trained para educator) to make the inclusion model be effective.</p>                                   |
| <p><b>Objective 1.1: (7-8) Key Support Needs</b></p> <p>Further training on classroom based assessments (CBA) for social studies is showing a definite “end goal,” of what a “good” CBA looks like, with examples. Continue improvements to computer labs so all computers handle Read 180 with no disturbance. Full time certified staff to assist with classrooms with full inclusion OR a very highly trained para-educator. Scheduled staff training day with Mimi Tideman to build on this year’s CBA progress. Flex time needs to support areas of weakness (informational text). Highly qualified para educators with the neediest students. Double the capacity for READ 180 seats to include bubble readers for short stays. “Top off” all novel sets.</p>   | <p><b>Objective 1.1: (7-8) Key Adjustments</b></p> <p>Use of mentor text training has resulted in almost complete integration of reading and writing instruction. Team Twilight has closed the gaps between teaching levels to three groups. Staff has overhauled all 7<sup>th</sup>/8<sup>th</sup> grade reading assessments and made significant modifications to pacing calendar. Several students moved from Read 180 back into reading classrooms. All teachers shared one “superstar” lesson plan as part of WASL prep. Flex time used to re-teach areas that data showed were lacking. Team Twilight pilot program for clustering students allowed them to differentiate in a much more intentional and effective manner. Some struggling readers finished their first novel ever as a result.</p> |
| <p><b>Summary Analysis of Professional Development Activities to Date:</b></p> <p>The middle school language arts teachers meet regularly, often during late start Wednesday meeting times to work on their curriculum and assessment alignment. The department also did a release day professional development activity with the district literacy curriculum adoption specialist that included topics of the effective utilization of mentor texts and identifying literary and informational text passages appropriate for middle level readers. The collaborative day after school was out resulted in revised literacy calendars.</p>  |   |

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| <p><b>Objective 1.1: (9-12) Key Progress</b></p> <p>The WASL-like reading quizzes for both English 9 and English 10 at PAHS are complete. Preliminary results show that 88.1% of our 10<sup>th</sup> grade students met standard on the reading WASL. This data shows a 2.3% increase from last year and is above the state average. All staff members continue to use the CQI process to support reading skills.</p> <p>At LHS, end of year WASL data shows that 85% of 10<sup>th</sup> grade students met standard on the WASL. This is up 6% from last year. Successful strategies this year: DRP given to every student enrolled, READ 180, Reading stem questions used by all content teachers.</p>  | <p><b>Objective 1.1: (9-12) Key Barriers to Progress</b></p> <p>Based on CEE data, at the high school, only 40% of staff had a positive response to the question: I believe that all students can meet state reading standards.</p> <p>At LHS, even though assessment data shows that the majority of students met standard on the reading WASL, student apathy causes students not to earn credit towards graduation. Next year we will look at teaching strategies that will combat “student apathy” and increase the number of students earning English credit and making standard on the WASL.</p> |
| <p><b>Objective 1.1: (9-12) Key Support Needs</b></p> <p>PAHS would like to continue Read 180 sections for at risk students. Middle school teachers have tested students using DRP for placement into Read 180 in the fall of 2009. Sufficient staffing to offer 6 sections of Read 180 for general education students and at least two sections for special needs students. Continued TOSA support to disseminate, score, and aggregate CQI data for analysis.</p> <p>LHS reports they were able to install new computers in READ 180 lab so that there are 8 stations. We are planning on installing at least two additional computers in the lab for next year. Depending on Title 1 allocation, we would like to be able to hire at least a .5 teacher to offer a 9<sup>th</sup> and 10<sup>th</sup> grade English class.</p> | <p><b>Objective 1.1: (9-12) Key Adjustments</b></p> <p>PAHS staff note the identification of READ180<sup>®</sup> teachers for 2009-10 so that professional development can be implemented during Fall 2009. More intentional cross-curricular attention for reading skills.</p> <p>LHS notes no adjustments at this time.</p>  |
| <p><b>Summary Analysis of Professional Development Activities to Date:</b></p> <p>At PAHS, a much greater emphasis has been placed on the CQI process. Lincoln devoted part of their Wednesday morning time to continue to use what they have learned and observed in order to improve teaching practices, graduation rates, student achievement and school culture. These discussions have resulted in staff developing new ways to meet the academic, social and emotional needs of students. LHS staff has developed inquiry strategies across the content areas using the reading stems provided by the OSPI reading team. These WASL reading stems cut across all content topics in both literary and informational text.</p>  |  |

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| <p><b>Objective 1.2: (K-6) Key Progress</b></p> <p>Teachers across the elementary schools have participated in a variety of book studies about using Writer’s Workshop authored by several different literacy experts. Curriculum adoption specialists continue to work with both primary and intermediate staff on the integration of successful literacy blocks. Looking at student work collaboratively, using the OSPI writing modules, and sharing instructional expertise is proving to be promising in the benchmark data. Each grade level team collaborated on scoring student writing together. Each team met with principals to look at student writing samples and to discuss next steps of instruction as well as support needs. In general, our content, organization and style scores are improving across the prompt writing at grades 3-6, in large part due to the writer’s workshop strategies.</p> | <p><b>Objective 1.2: (K-6) Key Barriers to Progress</b></p> <p>The time needed for planning writing instruction in addition to hands-on math and science is extensive. Teachers are willing to work together to create small learning groups, and need additional time to plan together. We will need to combine efforts across classrooms to gain instructional flexibility. Teachers often write in a variety of subject areas and focus on student writing in math and on written response questions when they do not have time for a writing mini-lesson. More time to conference individually with students is needed. Teachers are looking for effective ways to have students do writing across all curriculum areas to further build skills. Teachers have collaborated at district grade level teams about a balance between prompt writing and writer’s workshop/Ralph Fletcher writing. More focus on reading is challenging the schedules.</p> |
| <p><b>Objective 1.2: (K-6) Key Support Needs</b></p> <p>Teachers are sharing lesson templates and techniques for individual writing conferences and goals. Classroom assessment of student work is used to adjust focus and pacing of instruction for students receiving remediation. Time continues to be the most identified support need; particularly with the RTI planning for reading in several of the pilot schools. Time to comprehensively conference with individual students continues to be a barrier. Continuing district wide grade level team meetings will help facilitate best practices being shared. The literacy curriculum adoption specialists have produced a ‘writing looking ahead’ document which comes out prior to the start of each new month to guide the pacing of the writing curriculum and identify core concepts to be taught.</p>   | <p><b>Objective 1.2: (K-6) Key Adjustments</b></p> <p>While there are no significant adjustments across the district at the elementary level in the content area of writing, several schools are adjusting their time within literacy blocks to focus more on writing. Several elementary schools are looking at writing as an RTI time focus. Student goal setting is an area of professional development requested.</p> <p>February district grade level teams looked at the writing pacing guides and requisite progress, writing benchmark data, and writing support instructional strategies. Spelling curriculum strategies were discussed at spring grade level team meetings.</p>  |
| <p><b>Summary Analysis of Professional Development Activities to Date:</b></p> <p>We are seeing improvement in student learning due to more intensive and frequent intervention. District grade level meetings are productive and systems are worked out for communication and calendaring. WASL training and scoring review notes minimize errors in administration of assessments, thus providing more accurate data for improving student learning. The curriculum adoption specialists have been providing pacing guide assistance as well as writing instructional support. The use of OSPI modules and a variety of writing support web-sites; e.g., writingfix.com, have been reviewed and integrated in to the grade level team conversations.</p>   |  |

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| <p><b>Objective 1.2: (7-8) Key Progress</b></p> <p>72% of 8<sup>th</sup> graders passed the winter writing benchmark (expository). A far greater percentage of writing instruction is based on previous reading instruction. Use of mentor texts as a teaching tool is becoming common practice with all language arts teachers. Writing skills are being emphasized consistently in most curriculum areas on a regular basis. 69% of 8<sup>th</sup> graders passed the spring writing benchmark test (persuasive essay). 48% of the students who passed did so with a 4/2. 7<sup>th</sup> and 8<sup>th</sup> graders used persuasive and expository essays as foundations for their CBA's. Most teachers reported marked improvements in conventions as a result of spring remediation.</p> | <p><b>Objective 1.2: (7-8) Key Barriers to Progress</b></p> <p>Attendance and motivation level of 5% of students still create a challenge for teachers to reach them. Read 180 program is successful, but it is tough on computers, creating interruptions to the learning environment. Not enough time for LA teachers to cover all three testable areas. Still not seeing adequate progress for special ed. students due to lack of spec. support. Unable to create enough one-on-one time to cover individual writing needs. Conventions not being enforced across the curriculum. Different teachers have different perceptions of what constitutes strong conventions. Use of mentor texts requires more preparation that is often unavailable.</p>                          |
| <p><b>Objective 1.2: (7-8) Key Support Needs</b></p> <p>Further training on classroom based assessments (CBAs) for social studies are showing a definite "end goal," of what a "good" CBA looks like, with examples. Continue improvements to computer labs so all computers handle Read 180 with no disturbance. Full time certified staff to assist with classrooms with full inclusion OR a very highly trained para-educator would be a key support need. Flex time needs to support areas of weakness (conventions). Modifications to Step-Up that reflect the need for stronger voice. Support from TOSA to use calendar/long range lesson plans to provide short mentor texts that match reading strategies with writing strategies.</p>  | <p><b>Objective 1.2: (7-8) Key Adjustments</b></p> <p>Extended tutorial piece for ten kids who consistently did not meet standard has now been provided. There has been a stronger emphasis on grading and timelines as 8<sup>th</sup> graders approach high school. Use of mentor text training has resulted in almost complete integration of reading and writing instruction. Team Twilight has closed the gaps between teaching levels to three groups. Strong emphasis put on use of Poem A Day to instill a stronger voice in writing during the final quarter. Team Twilight pilot program for clustering students allowed them to differentiate in a much more intentional and effective manner. Some struggling writers finished their first essay ever as a result.</p> |
| <p><b>Summary Analysis of Professional Development Activities to Date:</b></p> <p>The middle school language arts teachers meet regularly, often during late start Wednesday meeting times to work on their curriculum and assessment alignment. The department also did a release day professional development activity with the district literacy curriculum adoption specialist that included topics of the effective utilization of mentor texts and activities to improve layered elaboration rather than just listed elaboration in writing strategies. The collaborative day after school was out resulted in revised literacy calendars.</p>   |   |

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| <p><b>Objective 1.2: (9-12) Key Progress</b></p> <p>At PAHS, preliminary results show that 93.4% of our 10<sup>th</sup> grade students met standard on the writing WASL. This data shows a 3.4% increase from last year and is above the state average. All staff members continue to use the CQI process to support writing skills.</p> <p>At LHS the end of year WASL data shows that 90% of 10<sup>th</sup> grade students made standard on the writing WASL. Successful strategies this year were: journal writing in several content areas, teachers examining student writing, beginning the work of adopting a school-wide writing rubric to use in all content areas.</p>   | <p><b>Objective 1.2: (9-12) Key Barriers to Progress</b></p> <p>At PAHS, based on CEE data, it may be assumed that less than ½ of our staff believe all students can meet standard in writing.</p> <p>At LHS, student apathy still plays a big part of students completing assignments and earning English credit. Students still struggle with writing and completing research papers and essays. Next year we will be looking at teaching strategies that deal with “student apathy” and inability to transfer writing skills to writing across all content areas.</p> |
| <p><b>Objective 1.2: (9-12) Key Support Needs</b></p> <p>Continued TOSA support for dissemination and aggregation of mini-assessments and benchmark assessments at PAHS.</p> <p>LHS needs to have two staff people who can teach English. One for 9<sup>th</sup> and 10<sup>th</sup> graders and one for 11<sup>th</sup> and 12<sup>th</sup> graders if we are to continue to get students to standard on the WASL. The 9<sup>th</sup> and 10<sup>th</sup> grade English teacher received a RIF this spring. Funding is needed hire at least a .5 staff person to work with 9<sup>th</sup> and 10<sup>th</sup> grade students.</p>  | <p><b>Objective 1.2: (9-12) Key Adjustments</b></p> <p>At PAHS, continue teacher collaboration on Wednesday mornings to highlight ways to embed writing foci across all departments, which will include differentiation of instruction. Continue new teachers’ meetings to include a focus on writing instruction across the contents.</p> <p>At LHS, we will have to adjust how we schedule students into English classes if we don’t have a second teacher. Our flexibility will be greatly decreased and the ability to serve students will be impacted.</p>          |
| <p><b>Summary Analysis of Professional Development Activities to Date:</b></p> <p>PAHS staff has been scoring mini-assessments, analyzing the data for areas of student struggle and looking how to authentically integrate the instructional foci into their lessons. It was their expectation that this increased attention paid to the area of writing will pay off for students on their WASL exams. Recently, district administrative staff and the district literacy curriculum adoption specialist spent a Wednesday morning late start session reviewing layered elaboration instructional strategies and the effective utilization of mentor texts in the improvement of both the structure and craft of writing. HS staff did follow up on this work during February.</p> |  |

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| <p><b>Objective 1.3: (K-6) Key Progress</b></p> <p>Teachers are gaining comfort and fluency with the set up of Bridges. After school math support programs grades 2-6 after receiving our winter math assessment data. Targeted 3-6 grade students are receiving additional math instruction. Bridges Math Curriculum is showing strong results for k-2.</p> <p>The number corner time is engaging and covers many topics in the GLEs. Staff is using Tuesday collaboration time to look at student work to plan instruction. All staff indicates a much higher level of skill and understanding with new curricula. Grade level team meetings were a popular and effective choice to improve this understanding.</p>   | <p><b>Objective 1.3: (K-6) Key Barriers to Progress</b></p> <p>The state continues to adjust or change the GLEs and this is a source of frustration for us all. Some teachers remain uncomfortable using only Bridges as their sole math curriculum and continue to supplement with more WASL released items. Transportation costs limit how many students were able to benefit from our after school math program. The Bridges curriculum is strong in the areas of problem solving, geometry and communication, but some feel not in calculation. Students also need fluency with standard algorithms.</p> <p>Grades K-3 data shows a high rate of student success but grades 4-6 data show a great deal of low test achievement. Again, we do have students struggling in math, but have not created interventions.</p> |
| <p><b>Objective 1.3: (K-6) Key Support Needs</b></p> <p>Time continues to be a key support need. Staff at the elementary schools identifies expanding the day for struggling students as the best intervention. The district grade level team meetings support the pacing of the math curriculum as well as the process of effective math instructional strategies. District administrative staff has been meeting with grade level teams to review released items from last year's WASL at grades 3, 4, 5, and 6. These are key support conversations. Math curriculum adoption specialists have provided a 'looking ahead' document to plan forward on the district wide pacing of the curriculum. Winter benchmark data will be reviewed at all grade bands. Remediation support needs would be helpful.</p> | <p><b>Objective 1.3: (K-6) Key Adjustments</b></p> <p>Many of the key adjustments noted in the first reports from elementary school staffs include a reference to developing math interventions for the struggling math students. Again, time during the day continues to be challenging and more often than not is the variable most often discussed for adjustment.</p> <p>Several of the schools report a potential adjustment to their RTI pilot planning to accommodate math as a curricular area for intervention.</p> <p>Assessments are being developed to assist in report card documentation.</p>  |
| <p><b>Summary Analysis of Professional Development Activities to Date:</b></p> <p>Curriculum adoption specialists work with teachers in a variety of ways. Collaborative time continues to provide teachers with the opportunity to discuss not only plans, but to debrief specific lessons, reflect, revise, and improve the lessons for next year. Teachers gained an appreciation for the spiraling aspect of Bridges and began the discussion of how Bridges will blend with McDougall Littel as students move from fifth to sixth grade. There have been several book studies with math as content. The fall, winter and spring round of grade level teams have been completed with math as a primary focus in each cycle of meetings.</p>   |  |

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| <p><b>Objective 1.3: (7-8) Key Progress</b></p> <p>71% of the 7<sup>th</sup> gr. (66% of the bubble students) are meeting standard on chapter 7-10 assessments. 68% of the 8<sup>th</sup> gr. (43% of the bubble students) met standard on chapter 6-8 assessments. Narrowing the focus and knowledge of text materials has allowed for more in depth instruction and wider use of remediation and enrichment activities through flex scheduling. 76% of the 7<sup>th</sup> grade and 79% of the 8<sup>th</sup> grade met standard on 3rd trimester math units. Inclusion model for special education students has been effective with 57% of the inclusion students meeting grade level standards with para and teacher support. Students on the “Stampeder” team made strong progress with more than 80% of the students earning passing grades.</p> | <p><b>Objective 1.3: (7-8) Key Barriers to Progress</b></p> <p>Lack of study skills is slowing down the learning process and will be a key focus for next quarter and next year. Students are still struggling with supporting their thinking in four point questions. Teachers have reviewed the skill, used released item examples and student scoring techniques to improve learning. Use of shared files has increased the sharing of instructional methods and consistency with WASL warm up problems. Finding time to effectively use peer observation. Next fall we will develop protocols for these with the administration taking a stronger instructional leadership role. Lack of study skills is slowing down the learning process and will be a key focus for next year.</p> |
| <p><b>Objective 1.3: (7-8) Key Support Needs</b></p> <p>Training on the Test Maker CD and hands on aspects of new texts would assist with remediation, alignment of assessments with math standards and vary instruction for students. This is scheduled to take place in May. Assistance in finding a study skills curriculum or methods that could be used school wide and with a variety of subjects is also identified as a key support need. Assistance in developing the protocols and more formal processes for peer observations with follow up discussions and feedback for each staff member. Continue to look for hands on lessons that align with state standards and engage students.</p>   | <p><b>Objective 1.3: (7-8) Key Adjustments</b></p> <p>Americorp staff person has increased time to allow for a full day to work with native students due to counselor being out on maternity leave.</p> <p>No other adjustments at this time.</p>   |
| <p><b>Summary Analysis of Professional Development Activities to Date:</b></p> <p>Math teachers are using late starts, team time and parts of the LID day to continue their work with the new math curriculum. Math teachers are pleased with the new curriculum and the comprehensive coverage of math concepts. A planned math professional development activity is the work with the Test Maker CD. A district curriculum adoption specialist is supporting this training at the current time. Looking at student work and unit assessment data is currently informing instruction. Middle school math teachers will be represented on the District Math Curriculum Committee. District administrative staff meets with the department periodically.</p>  |   |

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| <p><b>Objective 1.3: (9-12) Key Progress</b></p> <p>At PAHS, preliminary results show that 52.9% of our 10<sup>th</sup> grade students met standard on the math WASL. This data shows a 2.9% increase from last year and is above the state average. All staff members continue to use the CQI process to support math skills.</p> <p>At LHS, the end of year WASL data shows that 37.5% of 10<sup>th</sup> grade students made standard in math; as compared to 12% in 2008. Four 11<sup>th</sup> and 12<sup>th</sup> grade students submitted COE to OSPI at the end of April. Assessment of students enrolled in LAP math class, shows that they made some progress, though not as much as hoped.</p>                                   | <p><b>Objective 1.3: (9-12) Key Barriers to Progress</b></p> <p>At PAHS, based on CEE data, only 25% of staff had a positive response to the question: I believe that all students can meet state math standards.</p> <p>At LHS, end of year WASL data show that none of our 11<sup>th</sup> or 12<sup>th</sup> graders made standard on the WASL. We do not yet know if our students passed the COE. We will continue to focus on those students who need additionally support in math, by using either LAP or Title 1 to offer smaller math classes and focusing on basic skills. We want to serve more students with tutoring opportunities.</p> |
| <p><b>Objective 1.3: (9-12) Key Support Needs</b></p> <p>Continued use of the AmeriCorps tutor, who has been used as instructional support in several classrooms on a daily basis to help struggling students at PAHS. Continued TOSA support to disseminate, score, and aggregate CQI data for analysis.</p> <p>At LHS, the majority of our students have not met standard on the math WASL. There were no 11<sup>th</sup> or 12<sup>th</sup> grade students that made standard on the WASL, as well as, 65% of our 10<sup>th</sup> grade students. At least two periods a day of basic math, as an additional support to our students whose math skills are below grade level.</p>   | <p><b>Objective 1.3: (9-12) Key Adjustments</b></p> <p>At PAHS, enlist the support of non-math teachers in the math CQI process. Develop and deliver instruction to staff on how to embed math content in all courses. Greater cross-curricular time spent on CQI process.</p> <p>At LHS, no adjustments at this time, however without LAP or Title 1 money next year adjustments will have to be made regarding how we offer math at Lincoln High School.</p>  |
| <p><b>Summary Analysis of Professional Development Activities to Date:</b></p> <p>Staff at PAHS has spent Wednesday morning collaborative time assessing and aligning their various curricula. District administrative staff has periodically met with the department as the new math standards and new math graduation requirements are being studied. The implementation of the new third year math course requirement as well as the move to end of course exams will require on-going collaborative work. At Lincoln professional development activities have been much more focused and intentional these past several months. High school level math staff continue to be represented on the District Math Curriculum Committee.</p> |   |

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| <p><b>Objective 1.4: (K-6) Key Progress</b></p> <p>Key progress noted in the science content area includes continued use of the science kits. Teachers continue to reinforce and support the use of the science notebooks. The science journaling is a piece of student work that staffs are able to look at to ascertain student understanding of challenging science content. Staffs continue to use the district developed end of kit assessments. These have been designed to be WASL like in their appearance and content. Several schools participated in field trips in the science content area for an even more hands on approach to science instruction.</p>  | <p><b>Objective 1.4: (K-6) Key Barriers to Progress</b></p> <p>At the elementary level, a barrier noted in some reports, has been the inconsistent use of end of kit assessments. The assessments written for each science kit were written when we still had the science grant structure and science building leaders providing leadership to these tasks. As the science grant money has disappeared, it is increasingly more difficult to maintain the same level of support for these activities.</p> <p>Another barrier to progress in some cases has been the focus on other curricular areas and the resulting use of time, support and resources for these other focused areas.</p> |
| <p><b>Objective 1.4: (K-6) Key Support Needs</b></p> <p>Key support needs identified include continued professional development for the effective use of the science kits. Another concern is the correlation between the district end of kit assessments and the WASL standards. The district has not chosen to overhaul these assessments yet; as the state is recommending new science standards which to date have not yet been approved. The District Science Curriculum Committee has started meeting again this winter and spring and will have these issues on the table. A district wide data form is also seen as a support need. Professional development for the new sixth grade kits is viewed as necessary.</p> | <p><b>Objective 1.4: (K-6) Key Adjustments</b></p> <p>At this time, there are no significant adjustments planned in this area.</p> <p>A teacher led 5<sup>th</sup> grade team at one school will provide a school wide focus on scientific write ups.</p> <p>Science notebooks have been ordered and a review of the notebook rubric and expectations will be done at the beginning of the new year.</p>  |
| <p><b>Summary Analysis of Professional Development Activities to Date:</b></p> <p>Collaborative time continues to provide teachers with the opportunity to discuss not only plans, but to debrief specific lessons, reflect, revise, and improve the lessons in real time. Grade level team time at individual schools has been devoted to effective science instruction. Elementary school teachers continue to be involved in the District Science Curriculum Committee deliberations this winter and spring.</p>   |   |

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| <p><b>Objective 1.4: (7-8) Key Progress</b></p> <p>60% of the 8<sup>th</sup> grade met standard on the benchmark assessment on Populations &amp; Ecosystems. 65% of the bubble students and 24% of the special ed. met standard. Students' summaries and explanation on experimental design are becoming strengths. Use of file sharing of lessons and peer observations has assisted with instructional skills for all science staff. Content variety and integrated curriculum met the needs and interests of all students. The Elwha learning experience provided project based learning where students designed and ran experiments that were later presented to OPI staff. 85 % of the 8<sup>th</sup> grade and 81% of the 7<sup>th</sup> grade met standard on building assessments. Earthquake tower projects were outstanding.</p> | <p><b>Objective 1.4: (7-8) Key Barriers to Progress</b></p> <p>Student knowledge on Energy Transfer and Mass in Plants is not at standard. Re-teaching and oral presentation by students on both concepts should help. State indecision on targets and GLE's for next year makes continuity difficult. The district science committee is working on these tasks. Not enough kits, books or support materials for all teachers to teach the same concept at the same time. Focus of "09" building budget should help. New state standards, new rubrics, new assessment format moves the target again for next year.</p> |
| <p><b>Objective 1.4: (7-8) Key Support Needs</b></p> <p>It would be extremely helpful if the 6<sup>th</sup> graders transitioning to 7<sup>th</sup> grade in the fall would have the same science curriculum. We are finding that elementary schools are teaching different units in 6<sup>th</sup> grade which makes the transition process difficult. The district science committee is working on this task. Financial support for books, field trips and conferences to keep up with state requirements. Release time to instruct new science staff on science units. It would be extremely helpful if the 6th graders transitioning to 7th grade in the fall would have had the same science curriculum. This will be accomplished in the coming year.</p>  | <p><b>Objective 1.4: (7-8) Key Adjustments</b></p> <p>Creation of a science section for special education life skills students is working effectively at this time. Through a grant we will be able to offer a hands-on unit for both grades on "Earthquake Towers" after the WASL. Also teaching time with Forms and Rockets was increased to enhance the learning. Due to state changes, significant time was given to adjusting the curriculum calendar to include two sections of the current 6<sup>th</sup> grade curriculum for the 09-10 school year.</p>   |
| <p><b>Summary Analysis of Professional Development Activities to Date:</b></p> <p>Science teachers shared what they learned at the science conferences they attended with the rest of the department. They model lessons through a peer observation process and continue to work effectively at raising the instructional and learning standards for each other and students. District administrative staff met with the department to review assessment results. Looking at student work is a professional development practice that is effectively informing instruction. Middle school science teachers were represented on the District Science Curriculum Committee as it resumed its work this spring.</p>   |  |

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| <p><b>Objective 1.4: (9-12) Key Progress</b></p> <p>PAHS science teachers continue to implement new curriculum in grades 9 and 10 to meet the state standards. Science teachers also continue to refine unit tests, quizzes, labs and activities to align with inquiry and systems thinking.</p> <p>At LHS, community partnerships, allowing students real-life experiences have continued to increase. Students are putting their classroom knowledge and skills to work to solve real-life problems. Science WASL was given to 10<sup>th</sup> grade students in April. We are waiting for our results.</p>   | <p><b>Objective 1.4: (9-12) Key Barriers to Progress</b></p> <p>PAHS staff continues to wait for the revised state science standards which may entail revisions to our current curriculum and assessments. Lack of mini-assessment and benchmark data impede the CQI process and progress toward science achievement as measured by the WASL.</p> <p>LHS notes irregular attendance and student apathy make it a challenge for our science teacher to organize and continue so many community-based projects. The amount of time and work required to organize and maintain these partnerships have made science at LHS more meaningful.</p> |
| <p><b>Objective 1.4: (9-12) Key Support Needs</b></p> <p>PAHS staff increase the intentionality of implementation and the accountability of department members for the CQI process.</p> <p>LHS notes curriculum that supports project-based learning and field experiences would be a key support. Adults to help supervise field experiences and help with travel. Supplies such as tape measures, field guides, field kits, computers, and microscopes.</p>   | <p><b>Objective 1.4: (9-12) Key Adjustments</b></p> <p>At PAHS, next year, more frequent monitoring of the CQI process within the science department needs to occur. No WASL data currently available.</p> <p>At LHS, no adjustments at this time, however without funding we will have to adjust how we offer science next year. It will be very difficult for one teacher to be responsible for teaching math and science.</p>   |
| <p><b>Summary Analysis of Professional Development Activities to Date:</b></p> <p>Staff at PAHS has spent Wednesday morning collaborative time assessing and aligning their various curricula and internal CQI data. In addition to this time, they have had some release time with the staff from the BSCS publisher to work on the effective implementation of the new curriculum. Science is working on the alignment of their sophomore level science course and preparing the Program of Studies. The department is proposing two new Biology courses for possible implementation next year, if they garner adequate student interest through the registration process. Next year, AP Biology and the two new biology courses will be offered at PAHS.</p> |  |