Teaching and Learning Update October 2013

Curriculum/ Materials Adoption- The math adoption committee at the HS has begun their review of materials this week using our finalized rubric. Middle school and elementary groups will begin in the next couple of weeks. I will have a couple of other books from high school social studies and middle school reading for your review at the November workshop. These books are currently in the hands of the IMC committee.

Professional Development- We had a wonderful professional development day on the 11th with 16 teachers playing a significant role in sharing their experiences and insights into "Making Thinking Visible- Routines" being used in their classrooms to increase cognitive demand. As a result of the experiences the staff had that day, I've had 45 more teacher, from all three buildings request to do a follow-up book study covering these ideas and techniques. We will begin that book study immediately.

ELL- All of our standard services are up and running and we are in the process of adding the Chrome book-Rosetta stone language development program for these students.

Career and Technical Education (CTE)- Our first CTE parent advisory meeting is scheduled for this coming Thursday, October 24th @6:30. We will be talking about an articulation agreement with Clark College or Lower Columbia College involving our metals program. In addition we will talk about the expenditure of this years reduced Perkins grant funds.

Title I/LAP- We are in the process of interviewing for an additional certificated teacher in our LAP/Title I program. This position is paid for exclusively from grant dollars and is non-continuing based on those funds. The position will expand the role currently held by Colleen Wing that helps classroom teachers and paraprofessionals meet the needs of our struggling students.

Highly Capable- This grant and our requirements for this program continue to evolve and become clearer as we make our way through the full understanding of the new legislation from this summer. I now know that we have to expand our services for highly capable from grades 3-12 to K-12. We also have specific responsibilities to provide services to all of our identified students during the regular school day either as a pullout or within their regular classrooms. Obviously this is a huge shift in philosophy and will require a large amount of learning from everyone involved. We have until next year to make these significant changes and I've already coordinated professional development opportunities for our elementary staff to facilitate this. As you might expect our grant funding has not increased in the face of these new requirements. We will maintain our current program this year as it was laid out to you in last months update.

Testing/Assessment- Here is the latest set of data on assessments that I have been reviewing (I know you guys like data!) This month's data is from what is called AMO's (Annual Measurable Objectives) AMOs are unique yearly targets in reading and mathematics for each subgroup, school and district, as described in Washington's Elementary and Secondary Education Act (ESEA) Flexibility Request. AMOs replace the state uniform bar used under Adequate Yearly Progress (AYP) as previously prescribed in ESEA. I'm just going to give you the link to the page on OSPI's site where you can look at the state data, our district data and any other school or district you'd like to look up. We have very few categories that we

have goals or results for, as our number of students in each sub-category is so small that the data is not reliable. You will find, if you look at the data closely, that the groups that we have data for is fairly consistent with grade level achievements on the MSP and HSPE. This is logical as those scores are in fact used to both set the goals initially and report achievement toward those goals based on current success on those assessments. Again, in general, we are doing better than the state as a whole but have much room for improvement. This is especially true in with low income and special education students. This is also true for our math scores as a district. We did remarkably well with our graduation rates and "OK" on our reading goals.

Here is the link for all results!

If you'd like more detail, explanation or insight into this I'd be happy to share, maybe at a workshop!

Home School Academy- Our enrollment is up to 15 students! We continue to learn as we go and everything is working out quite well!

Dave.