

“Our Region . . . Our Kids”

January 3, 2006

LANGUAGE ARTS

SOCIAL STUDIES

FINE ARTS

ENGLISH LANGUAGE LEARNERS

COUNSELING – CAREER CENTER

FAMILY STUDIES/HEALTH

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TECHNOLOGY

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LANGUAGE ARTS

1. WHAT INSTRUCTIONAL MATERIALS/CURRICULUM ARE YOU USING? WHAT DO YOU LIKE/DISLIKE ABOUT THE MATERIALS? DOES YOUR CURRICULUM SPECIFICALLY ADDRESS THE NEEDS OF OUR “GAP” STUDENTS?

Ensure when using novels the main characters are ethnically diverse (not just white middle upper class) • Cultural competency needs to go deeper than self awareness • Need professional support / training for this • Question – “What does it have to do with what I do in my classroom everyday?” How can we connect amongst ourselves more? • Make email list of teachers / subjects available • First parent meeting important • Actually have a guest high school teacher teach a week long class in middle school • Show middle “schoolers” high school projects. Early in year of 8th grade if can only do once • Provide “real work” opportunities for kids, down to 5th grade • Provide opportunities within schools for older kids to connect with younger e.g. Hillside’s Buddy Reading Program • Provide District Sponsored focus groups around current issues for interested teachers e.g. critical thinking • Communicate through grades about what trade books are used. Make sure you speak positively about all racial groups, including whites as you teach any negative stuff • Be aware of “real” situation when kids go home. Find out what it’s really like for a child when they go home. If a kid’s cooking dinner, baby-sitting, how can they “multi-task” and still get their homework done? • Homework Clubs allow kids to have a meaningful relationship with their teachers / adults – e.g. Chavez use U of O students • LCC

2. GIVEN THE DATA PRESENTATION THIS MORNING, WHAT ARE THE IMPLICATIONS FOR OUR REGION? IMPLICATIONS FOR INSTRUCTION IN OUR SUBJECT AREA?

Need to counteract parents’ own negative experience with school somehow • Test itself (reading fluency out of context) discriminates against high context cultures and is used to label and direct path for students at a very young level • Define skills/articulate skills for each grade • State defines writing prompts and these affect kids differently and need to be effective for all kids • Engage parents – Make school s more parent friendly - Evenings for Econ. Disadvantaged or ELL – Equipment • Latino family night (takes time) ELL staff, Principal, food, teachers • Engage support staff - Giving parents opportunity for conference sign up giving them info directly on school culture referral. Highest % of parents came to conferences • Bilingual staff / secretary • Have a school liaison person • After school programs that includes homework. Help not just social (e.g. homework club, Kennedy) – counteract “School doesn’t matter”

3. WHAT INTERVENTIONS DO YOU PROVIDE FOR STUDENTS WHO ARE NOT MEETING THE BENCHMARKS? DOES YOUR SCHOOL HAVE ACADEMIC SCHOOL-WIDE INTERVENTION PROGRAMS? ARE THOSE PROGRAMS SUCCESSFUL? HOW ARE YOU EVALUATING THEIR SUCCESS?

Adult Mentors • Elementary – S.M.A.R.T. Reading. 2nd presentation of instruction based on “dibbles” – Test administered 1 a week or 1 a month, now on computer • “Read naturally” • “Read 180” • Teach to be aware of different learning styles / culture • “Read / Right” procedural knowledge • Still need Professional Development • Integrate cultural competency with Instruction (the 2 are not separate) • Need deeper tests

of reading, not just fluency, but comprehension • Provide options for testing (writing) – transition years • Conclusion – Need to know if reading scores track fluency and comprehension – data of individuals

4. WHAT ARE YOU DOING TO INCREASE ACHIEVEMENT FOR STUDENTS FROM STUDENT POPULATIONS SUCH AS EL, SPED, ECONOMICALLY DISADVANTAGED, ETC.?

5. WHAT ARE THE ESSENTIAL SKILLS THAT STUDENTS SHOULD HAVE UPON ENTERING YOUR CLASS/GRADE? UPON LEAVING YOUR CLASS/GRADE?

Essential Skills - Level to Level

Need prior information from teacher to teacher – not just benchmark reports • Review grammar Often • Grammar concepts need continual review each year • 4th grade writing assessment requires earlier teaching of components of a paragraph • Writing is process/but assessment is a single linear event • Find assessment tools that are more inclusive, not just focusing on sub skills but on final goal

6. HOW DOES YOUR SCHOOL BUILD CONNECTIONS WITH PARENTS?

School Connections with Parents and Families - Goal to engage support development services

Solutions: Kennedy – “Latino Family Night” – food, teachers, access to systems: translators, conferences – Ann at Westmoreland • Adams – Resource person / liaison to ethnic families • Jefferson – “Gannas” support system for challenge kids (low SES), after school programs, teaching multi-tasking • Various Schools – Homework Club, U of O student helpers, LCC • McCornack – Develop parent relationships early, work with their kids on portrait, make it non-threatening for parents who’ve had bad experiences in school

7. HOW DO YOU PROVIDE ACADEMIC FEEDBACK TO STUDENTS, PARENTS . . . CONFERENCEING MODELS?

8. WHAT IDEAS, STRATEGIES, AND ACTIVITIES CAN YOU SUGGEST TO FOSTER THE NOTION THAT THESE ARE OUR REGIONAL KIDS? (SPECIFICALLY IN YOUR SUBJECT AREA)

Get Churchill kids into the middle and elementary kids’ schools. Help middle “schoolers” see what they’ll need for success at the high school level • Get Churchill kids out into community e.g. interviewing teachers • Get middle “schoolers” up into High School • Get middle into elementary e.g. Jefferson sends school kids to help at the elementary school • Encourage Staff to get to know each other (provide release time even) throughout the region.

9. HOW DO YOU ORGANIZE FOR INSTRUCTION IN YOUR SUBJECT AREA? WHAT IS THE PROGRESSION OF CLASSES IN YOUR SCHOOL? TRACKING, LEVELS OF PROGRAMS)

10. WHAT PROGRAMMATIC CHANGES ARE YOU MAKING? WHY?

11. WHAT ARE YOU DOING FOR STUDENTS WHO EXCEED BENCHMARKS OR TAG IDENTIFIED STUDENTS?

SOCIAL STUDIES

1. WHAT INSTRUCTIONAL MATERIALS/CURRICULUM ARE YOU USING? WHAT DO YOU LIKE/DISLIKE ABOUT THE MATERIALS? DOES YOUR CURRICULUM SPECIFICALLY ADDRESS THE NEEDS OF OUR “GAP” STUDENTS?

Hispanic family outreach – is working at McCornack & Kennedy. Families spread the word that this school is welcoming • P.R. for declining schools • Spend time in each others classrooms • More organized Process for PR plan for schools like Jefferson. • Teachers feel too overwhelmed to come up with PR Plans. • What can we do, or are we doing, at the school level? • Work as a team to start using best practices –Lexile process for students • Issue – Social studies has not been focus of data collection or where funding is being filtered. • *Next Steps* - Continue to meet, either by subject or grade.

2. GIVEN THE DATA PRESENTATION THIS MORNING, WHAT ARE THE IMPLICATIONS FOR OUR REGION? IMPLICATIONS FOR INSTRUCTION IN OUR SUBJECT AREA?

Unified public relations plan spear-headed at the district level to bring back enrollment to schools who are declining. • Defining parent involvement • Learn what is being done in Social Studies at the different levels – alignment

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Keep looking at issue of school choice • School Choice • Seeing it is better than talking about it

4. WHAT ARE YOU DOING TO INCREASE ACHIEVEMENT FOR STUDENTS FROM STUDENT POPULATIONS SUCH AS EL, SPED, ECONOMICALLY DISADVANTAGED, ETC.?

Define parent involvement and work toward effective communication. • School team working more closely together toward common goal.

5. WHAT ARE THE ESSENTIAL SKILLS THAT STUDENTS SHOULD HAVE UPON ENTERING YOUR CLASS/GRADE? UPON LEAVING YOUR CLASS/GRADE?

More communication about specific needs of students between elementary and middle schools and MS & HS

6. HOW DOES YOUR SCHOOL BUILD CONNECTIONS WITH PARENTS?

More staff development for teams to learn best practices for closing achievement and gap and for working with children of color • Low SES to assist them with learning. • Home visits bring them back • Increase parent/teacher conferences • Read 180 – specialized reading programs • Satellite homework centers at homes – outreach

7. HOW DO YOU PROVIDE ACADEMIC FEEDBACK TO STUDENTS, PARENTS . . . CONFERENCEING MODELS?

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FINE ARTS

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Curriculum • Access to Regular Education Curriculum • Prepare kids to be included (if possible) • Reading skills are essential (Read Right Program) • 4 Square Writing Program (K-12)

2. GIVEN THE DATA PRESENTATION THIS MORNING, WHAT ARE THE IMPLICATIONS FOR OUR REGION? IMPLICATIONS FOR INSTRUCTION IN OUR SUBJECT AREA?

Data Implications - Support homework and projects given in Regular Ed. • Need for smaller class sizes • Teach SPED kids social, study skills that are needed for regular kids

3. WHAT INTERVENTIONS DO YOU PROVIDE FOR STUDENTS WHO ARE NOT MEETING THE BENCHMARKS? DOES YOUR SCHOOL HAVE ACADEMIC SCHOOL-WIDE INTERVENTION PROGRAMS? ARE THOSE PROGRAMS SUCCESSFUL? HOW ARE YOU EVALUATING THEIR SUCCESS?

Interventions – School wide preparation for state tests including parent involvement • Read tests, snacks, multiple retakes of TESA • Cross age tutors • Homework Clubs • Data recording systems • Progress monitoring DEBELS • PBS

4. WHAT ARE YOU DOING TO INCREASE ACHIEVEMENT FOR STUDENTS FROM STUDENT POPULATIONS SUCH AS EL, SPED, ECONOMICALLY DISADVANTAGED, ETC.?

5. WHAT ARE THE ESSENTIAL SKILLS THAT STUDENTS SHOULD HAVE UPON ENTERING YOUR CLASS/GRADE? UPON LEAVING YOUR CLASS/GRADE?

6. HOW DOES YOUR SCHOOL BUILD CONNECTIONS WITH PARENTS?

7. HOW DO YOU PROVIDE ACADEMIC FEEDBACK TO STUDENTS, PARENTS . . .

CONFERENCEING MODELS?

Parent panels (Parent to parent) • Provide food and childcare • Latino parent group • Beginning of year social gathering with information • School or class newsletter

8. WHAT IDEAS, STRATEGIES, AND ACTIVITIES CAN YOU SUGGEST TO FOSTER THE NOTION THAT THESE ARE OUR REGIONAL KIDS? (SPECIFICALLY IN YOUR SUBJECT AREA)

9. HOW DO YOU ORGANIZE FOR INSTRUCTIN IN Y0UR SUBJECT AREA? WHAT IS THE PROGRESSION OF CLASSES IN YOUR SCHOOL? TRACKING, LEVELS OF PROGRAMS)

10. WHAT PROGRAMMATIC CHANGES ARE YOU MAKING? WHY?

Increasing Achievement – Read right • ELL classes supported math, science • Co-teaching in Reg. Ed. • Screening incoming Students • Teaching teachers to teach lower achieving, poorer behaved kids • Continue to improve transitions

11. WHAT ARE YOU DOING FOR STUDENTS WHO EXCEED BENDHMARKS OR TAG IDENTIFIED STUDENTS?

ENGLISH LANGUAGE LEARNERS – ELL

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E-mail list of interested staff.

Increase Achievement strategies - Integrate with classroom teacher and make connections • Use of curriculum, become familiar with Programs • Challenges with reading and writing needs time • Bring more people into ELL program

5. WHAT ARE THE ESSENTIAL SKILLS THAT STUDENTS SHOULD HAVE UPON ENTERING YOUR CLASS/GRADE? UPON LEAVING YOUR CLASS/GRADE?

6. HOW DOES YOUR SCHOOL BUILD CONNECTIONS WITH PARENTS?

Connection with Parents - Culturally relevant classes / Instruction • Spanish and English newsletter • Use of bilingual Speakers • Welcome Center • Technology – support for ELL / what’s available (Read 180 – K12 Program, Rosetta Stone – language

7. HOW DO YOU PROVIDE ACADEMIC FEEDBACK TO STUDENTS, PARENTS . . .

CONFERENCEING MODELS?

Pull-out and In class instruction (Transact.com) generic letters • HS – ELL Classes • Use of Assistants • Bi-Lingual study skills class

8. WHAT IDEAS, STRATEGIES, AND ACTIVITIES CAN YOU SUGGEST TO FOSTER THE NOTION THAT THESE ARE OUR REGIONAL KIDS? (SPECIFICALLY IN YOUR SUBJECT AREA)

Make visits with other schools / teachers sharing • Language Arts • Adoption / Literacy K12 Conversation • Careful about selecting programs to fit regional needs integral with classroom • Learning core to access language, academic / social language key vocabulary in unit

9. HOW DO YOU ORGANIZE FOR INSTRUCTIN IN Y0UR SUBJECT AREA? WHAT IS THE PROGRESSION OF CLASSES IN YOUR SCHOOL? TRACKING, LEVELS OF PROGRAMS)

10. WHAT PROGRAMMATIC CHANGES ARE YOU MAKING? WHY?

“SLOPS” Training • Understanding for educators involved

Testing - Need data, but time for testing takes away from instruction • Technology needed

11. WHAT ARE YOU DOING FOR STUDENTS WHO EXCEED BENCHMARKS OR TAG IDENTIFIED STUDENTS?

COUNSELING – CAREER CENTER

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Elementary K-1 – General Ed • Readwell • 2-5 – McGraw Hill • Everyday Math • Reading Mastery levels I – 1V • Read naturally • Rewards Social Skills

Middle School - Read 180 • Scholastic news • Anything else!! • Palm Pilot • Vocabulary! • Social Skills

High School - Differentiated Gen. Ed • Webquest (Bernie Dodge) huge focus on technical (guided search for info) history for social study • Range of grade levels – Elem. – HS • Filmentality text to speech is available • Social skills

2. GIVEN THE DATA PRESENTATION THIS MORNING, WHAT ARE THE IMPLICATIONS FOR OUR REGION? IMPLICATIONS FOR INSTRUCTION IN OUR SUBJECT AREA?

Limited number of kids allowed to challenge • Difficult to interpret special ed data within the context of other target populations • It would be more helpful to examine special ed stats disaggregated from other groups in order to truly evaluate performance or benchmarks.

3. WHAT INTERVENTIONS DO YOU PROVIDE FOR STUDENTS WHO ARE NOT MEETING THE BENCHMARKS? DOES YOUR SCHOOL HAVE ACADEMIC SCHOOL-WIDE INTERVENTION PROGRAMS? ARE THOSE PROGRAMS SUCCESSFUL? HOW ARE YOU EVALUATING THEIR SUCCESS?

BEST Title I • Churchill – hugely positive gains through use of inclusion, practices and employing the talents and modeling of peer tutors. Grades are improving, there's improved association outside of tutorial relationship, fewer discouraged / disruptive behavior. Benefits to tutors; solidifies their knowledge, more acceptance, better school climate co-teaching • One concern – scheduling, personnel resources • Read naturally with community volunteers • Limited opportunity for collaboration within specialty areas across grade levels and content areas • Barriers – Changing leadership, competing demands • Other ways to reassure success besides reading. Math – social skills – behavior – self core skills • Lack of coordination • Inequities between schools/programs – how to even things out • Neighborhood Academies with district financing

4. WHAT ARE YOU DOING TO INCREASE ACHIEVEMENT FOR STUDENTS FROM STUDENT POPULATIONS SUCH AS EL, SPED, ECONOMICALLY DISADVANTAGED, ETC.?

5. WHAT ARE THE ESSENTIAL SKILLS THAT STUDENTS SHOULD HAVE UPON ENTERING YOUR CLASS/GRADE? UPON LEAVING YOUR CLASS/GRADE?

6. HOW DOES YOUR SCHOOL BUILD CONNECTIONS WITH PARENTS?

Volunteering • Committees • Events • Newsletter • Site council • ELL outreach • Family Resource Center • Bilingual office staff • School counselors at middle, high • After school programs and Homework Clubs • Multi-cultural Coordinator, School psychologist, SLS and Special Ed Teachers, Administrators, school secretaries, and nurses, have contact envelopes • Class newsletter • Homework Packets

7. HOW DO YOU PROVIDE ACADEMIC FEEDBACK TO STUDENTS, PARENTS ... CONFERENCEING MODELS?

IEP Meetings • Progress reports • Report cards/grades • Informal contacts • Instruction and grade level teams • Classroom-based daily-log • Behavior cards • Red Book • Student led I(EP's (HS) • Traditional conference 1X annually • Optional spring conference for St of concern

8. WHAT IDEAS, STRATEGIES, AND ACTIVITIES CAN YOU SUGGEST TO FOSTER THE NOTION THAT THESE ARE OUR REGIONAL KIDS? (SPECIFICALLY IN YOUR SUBJECT AREA)

Annual Retreat for special Ed support people for articulation purposes • Include Alt schools with Pathfinder • We need to focus on stability within Regions. It will improve staffing, instruction, PR, and parent involvement • We need to implore devoted parents to help recruit, lobby for their neighborhood schools

9. HOW DO YOU ORGANIZE FOR INSTRUCTION IN YOUR SUBJECT AREA? WHAT IS THE PROGRESSION OF CLASSES IN YOUR SCHOOL? TRACKING, LEVELS OF PROGRAMS)

Churchill Coordinates instruction by Special educators attending content area team meetings, presenting mini lessons re: differentiation, adaptations/modifications • IEP meetings • 504 plans • Laws and requirements and repercussions at each staff meeting • Help room (modeled after U of O) allows teachers to see special ed as a resource instead of a bone. It's open to all students, not just students with IEP's

10. WHAT PROGRAMMATIC CHANGES ARE YOU MAKING? WHY?

See Number 9

11. WHAT ARE YOU DOING FOR STUDENTS WHO EXCEED BENCHMARKS OR TAG IDENTIFIED STUDENTS?

Transition Activities • Integration tool – allows peer teaching • Technology • Individual Reading • Researching • Presentations

FAMILY STUDIES/HEALTH

1. WHAT INSTRUCTIONAL MATERIALS/CURRICULUM ARE YOU USING? WHAT DO YOU LIKE/DISLIKE ABOUT THE MATERIALS? DOES YOUR CURRICULUM SPECIFICALLY ADDRESS THE NEEDS OF OUR “GAP” STUDENTS?

2. GIVEN THE DATA PRESENTATION THIS MORNING, WHAT ARE THE IMPLICATIONS FOR OUR REGION? IMPLICATIONS FOR INSTRUCTION IN OUR SUBJECT AREA?

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Pre-test differences with MS • Mental • Emotional • Physical • Elementary T.O. • Planned Parenthood

4. WHAT ARE YOU DOING TO INCREASE ACHIEVEMENT FOR STUDENTS FROM STUDENT POPULATIONS SUCH AS EL, SPED, ECONOMICALLY DISADVANTAGED, ETC.?

Self Concept • most important, self-esteem • How do kids feel better about themselves? • T.O. PE everyday

5. WHAT ARE THE ESSENTIAL SKILLS THAT STUDENTS SHOULD HAVE UPON ENTERING YOUR CLASS/GRADE? UPON LEAVING YOUR CLASS/GRADE?

Modeling • Health Promotion • Books • Massage • Million Pieces • Child called “it” • Educating Educators

6. HOW DOES YOUR SCHOOL BUILD CONNECTIONS WITH PARENTS?

Nancy Johnson

7. HOW DO YOU PROVIDE ACADEMIC FEEDBACK TO STUDENTS, PARENTS . . . CONFERENCEING MODELS?

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“Scottish Story Line” 2nd / 3rd Graders Problem and Solution to this • Increasing Health requirements at HS level

9. HOW DO YOU ORGANIZE FOR INSTRUCTION IN YOUR SUBJECT AREA? WHAT IS THE PROGRESSION OF CLASSES IN YOUR SCHOOL? TRACKING, LEVELS OF PROGRAMS)

Middle school – All schools handling it differently. Is health an after thought? • Elementary T.O. – Michigan Model • Lack of coordination • 7th grade, fitness & body systems • 6th grade, body systems • MS 9 weeks PE • MS 9 weeks Health • Jefferson Teen Health with 12 wks. PE & 12 wks Health •

Kennedy, Off load from science • Red Ribbon Week • Kennedy 6,7,8 required to take 6 wk. PE and 9 wks health

10. WHAT PROGRAMMATIC CHANGES ARE YOU MAKING? WHY?

Coordination between levels problematic • Science teachers teach concise packet of curriculum Statements • Planned course • Scope / Sequence • Benchmarks • Sex Ed & Substance Abuse addressed every year Grade level meetings (Elem.), curriculum area meetings (always at a sacrifice) Binder of material integrated to other disciplines • “Drug Ed Day” • “Disability Week” • Do other teachers have the time to address curriculum? • McCornack 1st grade (TS) divide and teach all students health

11. WHAT ARE YOU DOING FOR STUDENTS WHO EXCEED BENDHMARKS OR TAG IDENTIFIED STUDENTS?

Each school does it differently

PHYSICAL EDUCATION – GYM OFFICE

1. WHAT INSTRUCTIONAL MATERIALS/CURRICULUM ARE YOU USING? WHAT DO YOU LIKE/DISLIKE ABOUT THE MATERIALS? DOES YOUR CURRICULUM SPECIFICALLY ADDRESS THE NEEDS OF OUR “GAP” STUDENTS?

Fitness used universally (need updated version)

2. GIVEN THE DATA PRESENTATION THIS MORNING, WHAT ARE THE IMPLICATIONS FOR OUR REGION? IMPLICATIONS FOR INSTRUCTION IN OUR SUBJECT AREA?

ESL classes needed – especially at MS and HS • Need more ELL Classes.

3. WHAT INTERVENTIONS DO YOU PROVIDE FOR STUDENTS WHO ARE NOT MEETING THE BENCHMARKS? DOES YOUR SCHOOL HAVE ACADEMIC SCHOOL-WIDE INTERVENTION PROGRAMS? ARE THOSE PROGRAMS SUCCESSFUL? HOW ARE YOU EVALUATING THEIR SUCCESS?

Problem: Is there an “Elitism” or perception of academic requirements between schools?

Problem: School choice? – school choices to segregation!

Problem: Students need to be accountable (MS & Elementary – meet benchmarks before moving toHS).

Requirements @ lower levels are not enough for essential skills needed. Possibly add in more aids to work one on one with students • Possibly an open house for parents to attend at feeder schools (attend PE class and meet teachers) • Bring students over (to feeder school) and participate in PE class

4. WHAT ARE YOU DOING TO INCREASE ACHIEVEMENT FOR STUDENTS FROM STUDENT POPULATIONS SUCH AS EL, SPED, ECONOMICALLY DISADVANTAGED, ETC.?

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TECHNOLOGY

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What's working now? - Wide variety of effective reading programs • Integration technology (palm pilots and Web Quest) • Use of General Ed curriculums with differentiated instruction • Social Skills instruction with opportunities for generalization • Many opportunities for parent connections • Multiple ways to report progress

2. GIVEN THE DATA PRESENTATION THIS MORNING, WHAT ARE THE IMPLICATIONS FOR OUR REGION? IMPLICATIONS FOR INSTRUCTION IN OUR SUBJECT AREA?

Challenges and Barriers - Difficulty interpreting SPED performance data within context of other target populations • Building schedules and personnel often are barriers to inclusion • Limited opportunities for collaboration and communication among colleagues (building and region) • Changes in leadership and personnel effect coordination and stability • Inequities between schools and progress (within and between regions) • Inadequate funding • Lack of systems approach (too site-based)

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Recommendations - Increase opportunities for collaboration between SPED and Regular Ed • Explore more sensitive indicators of program than benchmarks • Increase opportunities for inclusive with support • Special Ed Teachers assume leadership and support for whole building staff about instructional and legal practices • Increase opportunities to use technology • Use trained and highly "attractive" peer tutors • Move magnet programs to lower SES area • Explore expanded student roles in conferences • Annual regional retreats

MATH

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General Math Comments:

- A need to increase the overall focus district wide on math. Our region has put a lot of time and Money into literacy, we see an even greater need to focus on "enumeracy."
- A real need to improve basic skills, imperative to drop calculator use at an early age, before basic skills mastered, including operations with fractions.

- A need for a unified adoption of texts K--12, both groups saw the need for consistency.
- Discussions around the use of ability groups vs. cooperative groups. Both sides were defended. Discussed the impact of ability groups and tracking.
- 5. Real need for all materials to be available in Spanish, some have limited resources, discussed testing in Spanish when we have only been able to teach in English.
- Need to expand the use of technology (the web) for parents to check on-line students assignments and grades.
- Teach kids and parents to advocate for self/child. The rich get richer....
- Need to stop social promotion in Middle and grade schools. Kids know they will be promoted no matter how little they learned...creates greater and greater disparity as years progress.
- An impassioned speech about our need to stand up to the state and demand more money. We know what is good for kids, learning, we would like to do better, but the resources to do so are so constricting. It hurts to be told to do more and always be given less. At some point we need to just say NO.

SCIENCE

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Interventions - CIM Review questions • Need CIM Data! • Take sample tests • Help centers / tutors / homework club • Reading Program • Data available – “follows” students • Integrated Math / Science • Small groups! • Looping – same students for more than 1 year • SLC

4. WHAT ARE YOU DOING TO INCREASE ACHIEVEMENT FOR STUDENTS FROM STUDENT POPULATIONS SUCH AS EL, SPED, ECONOMICALLY DISADVANTAGED, ETC.?

Increase Achievement - Extra time on test • Tutor / language Helper / Help Center • Read Right • Encourage questioning / Participation • Contract • Vocabulary • Parent Contact • Available for help – Homework help with food • Provide materials • Organizational tools • Assign jobs • Projects • General Vocabulary (design, compare, contrast) • Pair up students

5. WHAT ARE THE ESSENTIAL SKILLS THAT STUDENTS SHOULD HAVE UPON ENTERING YOUR CLASS/GRADE? UPON LEAVING YOUR CLASS/GRADE?

Essential Skills – Entering – Measurement Read the Material, (all levels) • Desire to succeed, (all levels) • Find and analyze info, (all levels) • Follow instructions, (all levels) • Scientific method, (all levels) • Graphing, (all levels) • Problem Solving, (all levels) • Organization, (all levels) • Writing, (all levels) • Respect, (all levels) • Social Skills, (all levels)

Essential skills – Leaving • Desire to succeed • Critical thinking • Communication • Curiosity • Nature of Science – recognize science is in “life” • Desire to learn/participate • Develop a hypothesis/support it • Apply what they have learned • Filter information • Inter-connection between science and other areas

6. HOW DOES YOUR SCHOOL BUILD CONNECTIONS WITH PARENTS?

7. HOW DO YOU PROVIDE ACADEMIC FEEDBACK TO STUDENTS, PARENTS . . . CONFERENCEING MODELS?

8. WHAT IDEAS, STRATEGIES, AND ACTIVITIES CAN YOU SUGGEST TO FOSTER THE NOTION THAT THESE ARE OUR REGIONAL KIDS? (SPECIFICALLY IN YOUR SUBJECT AREA)

9. HOW DO YOU ORGANIZE FOR INSTRUCTION IN YOUR SUBJECT AREA? WHAT IS THE PROGRESSION OF CLASSES IN YOUR SCHOOL? TRACKING, LEVELS OF PROGRAMS)

Progression of Classes JFK – Cycles - Jeff, 2006-07

6 Earth, Geology, Earth, Health all 3 years

No oceanography • Meteorology • No astronomy

7 Life – Ecology

Natural. Selection • Systems • Cells

8 Physical Science

Periodic Table • Density • Light • Magnetism • Electricity

10. WHAT PROGRAMMATIC CHANGES ARE YOU MAKING? WHY?

11. WHAT ARE YOU DOING FOR STUDENTS WHO EXCEED BENCHMARKS OR TAG IDENTIFIED STUDENTS?

SPED

1. WHAT INSTRUCTIONAL MATERIALS/CURRICULUM ARE YOU USING? WHAT DO YOU LIKE/DISLIKE ABOUT THE MATERIALS? DOES YOUR CURRICULUM SPECIFICALLY ADDRESS THE NEEDS OF OUR “GAP” STUDENTS?

Kelly – Churchill, Gregg M. – Kennedy, Mary – Crest Dr., Diane – Chavez/Church, Glen – Churchill, Henry – Churchill, Evening – Kennedy, Maya – Chavez, Ginny – Chavez

Currently using: DI • Reading Mastery • Connecting Math Concepts • Read Right • Soar to Success • Read 180 • Prentice Hall • Grade Level Lists • Helpful to use supplemental materials with achievements gap • SPED classrooms need access to grade level curriculum materials including teacher edition and full classroom sets.

2. GIVEN THE DATA PRESENTATION THIS MORNING, WHAT ARE THE IMPLICATIONS FOR OUR REGION? IMPLICATIONS FOR INSTRUCTION IN OUR SUBJECT AREA?

Increase ELL teams • Pilot a Spanish Emersion Program at elementary level

3. WHAT INTERVENTIONS DO YOU PROVIDE FOR STUDENTS WHO ARE NOT MEETING THE BENCHMARKS? DOES YOUR SCHOOL HAVE ACADEMIC SCHOOL-WIDE INTERVENTION PROGRAMS? ARE THOSE PROGRAMS SUCCESSFUL? HOW ARE YOU EVALUATING THEIR SUCCESS?

Title I and SPED are collaborating • double dosing in Reading and Math (McCornack) U of O • DIBELS • Horizons Reading (Chavez)

4. WHAT ARE YOU DOING TO INCREASE ACHIEVEMENT FOR STUDENTS FROM STUDENT POPULATIONS SUCH AS EL, SPED, ECONOMICALLY DISADVANTAGED, ETC.?

BEST • ELL • SMART Elementary • Next level – MS

5. WHAT ARE THE ESSENTIAL SKILLS THAT STUDENTS SHOULD HAVE UPON ENTERING YOUR CLASS/GRADE? UPON LEAVING YOUR CLASS/GRADE?

Knowledge and skill set in grade level instruction • Need increase in writing skills

6. HOW DOES YOUR SCHOOL BUILD CONNECTIONS WITH PARENTS?

Educating parents in SPED programs • Involving parents in Latino night • Involving parents in Curriculum night

7. HOW DO YOU PROVIDE ACADEMIC FEEDBACK TO STUDENTS, PARENTS . . . CONFERENCEING MODELS?

Child/student led conferences • Grade sharing • Reporting

8. WHAT IDEAS, STRATEGIES, AND ACTIVITIES CAN YOU SUGGEST TO FOSTER THE NOTION THAT THESE ARE OUR REGIONAL KIDS? (SPECIFICALLY IN YOUR SUBJECT AREA)

Meeting as a region on regular basis • Continue dialogue • Develop transition grid for SPED students

9. HOW DO YOU ORGANIZE FOR INSTRUCTION IN YOUR SUBJECT AREA? WHAT IS THE PROGRESSION OF CLASSES IN YOUR SCHOOL? TRACKING, LEVELS OF PROGRAMS)

Grade level meetings (Elementary) • Curriculum area meetings (always at a sacrifice)

10. WHAT PROGRAMMATIC CHANGES ARE YOU MAKING? WHY?

Peer tutoring • Using reg. Ed. Materials • Consultation of gen. Ed. Teachers • Options for inclusion

Models • SPED teachers as specialists in curriculum (Math, LA specific)

11. WHAT ARE YOU DOING FOR STUDENTS WHO EXCEED BENCHMARKS OR TAG IDENTIFIED STUDENTS?

Change TAG & SPED labels, altogether (remove stigma)

(HS) KELLY – CHURCHILL, READ / RIGHT INTERVENTION

(HS) GREG – KENNEDY / TWIN OAKS, SCHOOL PSYCHOLOGIST

(Elementary) Mary – Crest, Cognitive

(Elementary) Jaime – Chavez – Churchill, School Psychologist

(1st Yr. HS) Glen – Churchill, Intervention Tutoring

(HS) Henry – Churchill, Read Right

(MS) Eve – Kennedy

(Elementary) Chavez, Learning center

(Elementary) Ginny – Chavez, Speech Specialist

Transitions

Needs:

Efficient paperwork

Collaborative effort among

Elementary MS & HS

Universal Blackboard chat room.

Cons:

losing students during census count from moving districts

paperwork issues

Transitioning from Elementary to MS, kids on IEP's somehow get lost in paperwork. Suggestions: Have a matrix grid for transitioning from Elementary to MS, meeting with elementary and MS teachers prior to May (March) and fill out matrix grid together.

Transition from MS to HS, kids arrive at HS with low expectations of what is expected of them in HS as opposed to MS. Teacher's expectations are way above students'

Kennedy - Looking to start a mentor program where 8th graders mentor 6th graders so transition from grade is easier

Churchill - What works is in tutoring program having students help other students. It is successful when implemented correctly

Writing – Stepping up on the technology train • Veer away from paper / pencil assessments

Suggestions for efficient specialized instruction • requiring sped programs (university) to graduate with specialized curriculum areas (i.e. reading / Language Arts, math)

1. WHAT INSTRUCTIONAL MATERIALS/CURRICULUM ARE YOU USING? WHAT DO YOU LIKE/DISLIKE ABOUT THE MATERIALS? DOES YOUR CURRICULUM SPECIFICALLY ADDRESS THE NEEDS OF OUR “GAP” STUDENTS?

Sped classrooms have access to general ed curriculum material • DI works but needs to be supplemented • Kennedy curriculum • Read Naturally • Chavez curriculum • Team teaching works Specialized SPED teachers teaching one curriculum area • Teach in LC grade level material–set the bar high and help kids reach their grade level material

2. GIVEN THE DATA PRESENTATION THIS MORNING, WHAT ARE THE IMPLICATIONS FOR OUR REGION? IMPLICATIONS FOR INSTRUCTION IN OUR SUBJECT AREA?

Increase ELL teams to more than one person • Spanish Immersion for McCornack or Chavez

3. WHAT INTERVENTIONS DO YOU PROVIDE FOR STUDENTS WHO ARE NOT MEETING THE BENCHMARKS? DOES YOUR SCHOOL HAVE ACADEMIC SCHOOL-WIDE INTERVENTION PROGRAMS? ARE THOSE PROGRAMS SUCCESSFUL? HOW ARE YOU EVALUATING THEIR SUCCESS?

Title I and sped are collaborating • Double dosing in reading and math at McCornack • Chavez – DEBELS Horizons early • U of O double dosing • Research

4. WHAT ARE YOU DOING TO INCREASE ACHIEVEMENT FOR STUDENTS FROM STUDENT POPULATIONS SUCH AS EL, SPED, ECONOMICALLY DISADVANTAGED, ETC.?

Double Dosing DIBELS	Elementary BEST, ELL, SMART	MS Next Level
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5. WHAT ARE THE ESSENTIAL SKILLS THAT STUDENTS SHOULD HAVE UPON ENTERING YOUR CLASS/GRADE? UPON LEAVING YOUR CLASS/GRADE?

Lacking written language when entering school • Exposure to language prior to school • When transitioning from elementary to MS have solid knowledge base in grade level material

6. HOW DOES YOUR SCHOOL BUILD CONNECTIONS WITH PARENTS?

Educating parents, involving parents is necessary • Parents fear sped labels so in HS parent involvement decreases

7. HOW DO YOU PROVIDE ACADEMIC FEEDBACK TO STUDENTS, PARENTS ... CONFERENCEING MODELS?

MS – Child led conferences

Elementary – More conferencing time 3 X's a year

8. WHAT IDEAS, STRATEGIES, AND ACTIVITIES CAN YOU SUGGEST TO FOSTER THE NOTION THAT THESE ARE OUR REGIONAL KIDS? (SPECIFICALLY IN YOUR SUBJECT AREA)

As a region we meet grid that is developed by MS and HS SPED teachers • L-8 Specialist groups

9. HOW DO YOU ORGANIZE FOR INSTRUCTIN IN Y0UR SUBJECT AREA? WHAT IS THE PROGRESSION OF CLASSES IN YOUR SCHOOL? TRACKING, LEVELS OF PROGRAMS)

Level Meetings • “Small Learning Communities” meetings

10. WHAT PROGRAMMATIC CHANGES ARE YOU MAKING? WHY?

Peer Tutoring • Using more Reg. Ed. Material • Consultation to Gen. Ed. • Options that inclusions • Feedback to Gen. Ed teachers as to what has been covered

11. WHAT ARE YOU DOING FOR STUDENTS WHO EXCEED BENDHMARKS OR TAG IDENTIFIED STUDENTS?

Eve working on specialized teaching a subject area

1. WHAT INSTRUCTIONAL MATERIALS/CURRICULUM ARE YOU USING? WHAT DO YOU LIKE/DISLIKE ABOUT THE MATERIALS? DOES YOUR CURRICULUM SPECIFICALLY ADDRESS THE NEEDS OF OUR “GAP” STUDENTS?

Reading mastery • Horizons • Readwell • Rewards • We adapt materials for all students and target particular interventions for specific reading problems • Need for uniformity/ consistency throughout district • Effective interventions • SD Texts and supplementary materials we create • We think materials and texts are improving - Audio, Video • Better sequencing in some texts addresses different levels of need and learning styles • Jefferson has Spanish class for native speakers.

• Access to Reg. Ed. Curriculum • Prepare kids to be included (if possible) • Reading skills are essential (Read Right Program) • 4 Square Writing Program (K-12)

2. GIVEN THE DATA PRESENTATION THIS MORNING, WHAT ARE THE IMPLICATIONS FOR OUR REGION? IMPLICATIONS FOR INSTRUCTION IN OUR SUBJECT AREA?

Need better system of ongoing data – DIBELS • Reading kit • Read Right

Suggestions for efficient specialized instruction - Requiring sped programs (university) to graduate with specialized curriculum areas (i.e. reading / Language arts, math) • Support homework and projects given in Regular Ed. • Need for smaller class sizes • Teach SPED kids social study skills that are needed for regular kids

3. WHAT INTERVENTIONS DO YOU PROVIDE FOR STUDENTS WHO ARE NOT MEETING THE BENCHMARKS? DOES YOUR SCHOOL HAVE ACADEMIC SCHOOL-WIDE INTERVENTION PROGRAMS? ARE THOSE PROGRAMS SUCCESSFUL? HOW ARE YOU EVALUATING THEIR SUCCESS?

Tutoring Program (Churchill) • Help Center • Read right • Best • At Risk programs • Read 180 • Behavior programs • Research Stepping up on the technology train. • Palm pilots for all students • Veer away from paper / pencil assessments School wide preparation for state tests including parent involvement • Read tests • snacks • Multiple retakes of TESA • Cross age tutors • Homework Clubs • Data recording systems • Progress monitoring DIBELS • PBS

4. WHAT ARE YOU DOING TO INCREASE ACHIEVEMENT FOR STUDENTS FROM STUDENT POPULATIONS SUCH AS EL, SPED, ECONOMICALLY DISADVANTAGED, ETC.?

Same as #3 • Need to create successes for children to increase self esteem • Use non-academic areas. •

5. WHAT ARE THE ESSENTIAL SKILLS THAT STUDENTS SHOULD HAVE UPON ENTERING YOUR CLASS/GRADE? UPON LEAVING YOUR CLASS/GRADE?

Summary sheet needed to make transfers more efficient • Perhaps district could put a task-force together to write a transition form for both transitions from level to the next level and from school to school at the same level

6. HOW DOES YOUR SCHOOL BUILD CONNECTIONS WITH PARENTS?

Make it easier for parents to get to meetings – meet at church, in the evenings, have food available • Latino night • African-American night • Bilingual staff available to make those connections • Parent connections,

7. HOW DO YOU PROVIDE ACADEMIC FEEDBACK TO STUDENTS, PARENTS . . . CONFERENCEING MODELS?

8. WHAT IDEAS, STRATEGIES, AND ACTIVITIES CAN YOU SUGGEST TO FOSTER THE NOTION THAT THESE ARE OUR REGIONAL KIDS? (SPECIFICALLY IN YOUR SUBJECT AREA)

Restructure special needs programs to meet the changing population • Use specially designed instruction in other settings than only L.C

9. HOW DO YOU ORGANIZE FOR INSTRUCTION IN YOUR SUBJECT AREA? WHAT IS THE PROGRESSION OF CLASSES IN YOUR SCHOOL? TRACKING, LEVELS OF PROGRAMS)

10. WHAT PROGRAMMATIC CHANGES ARE YOU MAKING? WHY?

11. WHAT ARE YOU DOING FOR STUDENTS WHO EXCEED BENCHMARKS OR TAG IDENTIFIED STUDENTS?

Change TAG & SPED labels, altogether (remove stigma) • Working on specialized teaching in a subject area

WORLD LANGUAGES

We want training in making connections with parents – how to get more parent involvement. • What works? Instructional methods for working with ELL learners, low SES, 504, SPED and others • We would like to see sustained focus on these things • We would like more time for regional articulation in subject areas. • How do we meet needs of kids who exit ELL and still are not performing at grade level? • We would like to look at the problems of social promotion • A commitment to smaller classes to achieve change. • Decrease achievement and gap.

1. WHAT INSTRUCTIONAL MATERIALS/CURRICULUM ARE YOU USING? WHAT DO YOU LIKE/DISLIKE ABOUT THE MATERIALS? DOES YOUR CURRICULUM SPECIFICALLY ADDRESS THE NEEDS OF OUR “GAP” STUDENTS?

Texts and supplementary materials we create • We think material and texts are improving – audio, video • Better sequencing in some texts addresses different levels of need and learning styles • Jefferson has Spanish class for native speakers

2. GIVEN THE DATA PRESENTATION THIS MORNING, WHAT ARE THE IMPLICATIONS FOR OUR REGION? IMPLICATIONS FOR INSTRUCTION IN OUR SUBJECT AREA?

Need to hire more Spanish bilingual teachers in all subject areas for ELL kids. We would like to see ELL kids integrated more fully into regular classes. • We need professional development in instructional strategies for working with ELL students. • Most 504 and SPED kids to not advance through all levels of foreign language

3. WHAT INTERVENTIONS DO YOU PROVIDE FOR STUDENTS WHO ARE NOT MEETING THE BENCHMARKS? DOES YOUR SCHOOL HAVE ACADEMIC SCHOOL-WIDE INTERVENTION PROGRAMS? ARE THOSE PROGRAMS SUCCESSFUL? HOW ARE YOU EVALUATING THEIR SUCCESS?

Foreign language in region is not benchmark testing this year • Literacy interventions – Special

classes during school – Some pull out, some kids got extra classes • In Reading – data shows success. • Read Right / Read 180 / Tutoring with Help Center

4. WHAT ARE YOU DOING TO INCREASE ACHIEVEMENT FOR STUDENTS FROM STUDENT POPULATIONS SUCH AS EL, SPED, ECONOMICALLY DISADVANTAGED, ETC.?

Using open book tests • Extended time to do them, coaching with tests • Building relationships with individual kids • Teaching study skills, literacy skills • Scholarship funds for purchase of materials, AP tests, etc. • Parent communication

5. WHAT ARE THE ESSENTIAL SKILLS THAT STUDENTS SHOULD HAVE UPON ENTERING YOUR CLASS/GRADE? UPON LEAVING YOUR CLASS/GRADE?

Study skills • Homework habits • Organization skills • Literacy skills • Academic Attitudes /Motivation • Attention skills and listening • Comfort level with teachers and environment • Optimism and resiliency • Academic risk taking • Home support

6. HOW DOES YOUR SCHOOL BUILD CONNECTIONS WITH PARENTS?

Web pages • Email • Worksheets to Download • Computer access to Grade-book (internet) • PhoneCalls • Volunteer Coordinator • Latino Parent Night • Parent meetings with teachers (individual) • Bilingual counselors and administrators • ELL class for parents • What can we learn from Bethel? • They are having success with Latino parents • We need to go to them, not expect them to come to us. How about an ELL class at Oakpatch apartments?

7. HOW DO YOU PROVIDE ACADEMIC FEEDBACK TO STUDENTS, PARENTS . . . CONFERENCEING MODELS?

8. WHAT IDEAS, STRATEGIES, AND ACTIVITIES CAN YOU SUGGEST TO FOSTER THE NOTION THAT THESE ARE OUR REGIONAL KIDS? (SPECIFICALLY IN YOUR SUBJECT AREA)

9. HOW DO YOU ORGANIZE FOR INSTRUCTIN IN Y0UR SUBJECT AREA? WHAT IS THE PROGRESSION OF CLASSES IN YOUR SCHOOL? TRACKING, LEVELS OF PROGRAMS)

10. WHAT PROGRAMMATIC CHANGES ARE YOU MAKING? WHY?

11. WHAT ARE YOU DOING FOR STUDENTS WHO EXCEED BENDHMARKS OR TAG IDENTIFIED STUDENTS?

TAG kids can skip grade levels in foreign language • Rapid class for accelerated language learners • We are not doing enough. Can we get grants for TAG support?