

## 10/26/09 District Learning Leadership Team (DLLT) Meeting Notes

### Team members

District: Art Himmeler, Susan Bell, Joan Wright

North: Susan Bell, Sheila Crowder, Nancy Bishop, Leslie Clough, Debbie Kelly, Denise Hack, Constanza Smith,

East: Ted Pearson, Cathy Darley, Tina Boyd, Mary Boyd, Lee Skaarvold

OMS: Kathy Miller, Joe LaGrou, Wendy Bell, Kammie Hilton, Mikey Johnston, Patty Larsen, Lisa Love, Cameron Painter

OHS: John Belcher, David Kirk, Anne Cummings, Nancy Ridenour, Jack Schneider, Eric Simmons

### Welcome and Icebreaker

Lee provided October "theme music" and Susan's "follow the directions" activity warmed us up for the meeting's work.

### Review of Omak School District Improvement Plan Calendar

We reviewed the main areas we are working on this year and discussed the timelines. These focus areas include: curriculum alignment using pacing calendars and classroom based assessments (CBA's), data from Dibels (K-2) and MAPs (3-12) assessments being used to help us identify specific student learning needs and growth areas in math and reading, development of an aligned intervention system (also called our "response to intervention") to help struggling students, and professional development support for teachers.

Below is a snap shot of the District Improvement work that is taking place:

- A common pacing calendar (instructional calendar) format has been identified by looking at pacing calendars from other districts in Washington State and samples from Omak School District teachers.
- A team of school counselors and principals (RTI Work Group) has been working with Joan reviewing response to intervention (RTI) programs and our Teacher Assistance Team (TAT) process. This review has included information from last spring's RTI training, samples from Toppenish School District and from Omak schools. Tuesday, November 3 will be the next meeting of this group. They will be reporting on their work at our December 7 DLLT meeting.
- In August and September the following professional development was provided: Bridges math training for K-5 teachers, Read Naturally training for 6-12 teachers, and Positive Behavior Intervention and Supports (PBIS) for all interested staff. Training in how to use MAPs data as a "formative assessment" to inform instruction will be provided at East and OHS during the school year. Read Well training for K-2 staff is being provided on October 5, 12, 13 and November 3 and Guided Language Acquisition Design (GLAD) training for ESL staff will be given in November and December.

After our large group review of the District Improvement Calendar we broke into small groups. Each school had a staff group and we set up one group for parents representing all the schools.

The school groups reviewed the district pacing calendar template and the parent group participated in a discussion about parent involvement.

**School Group Review**

The Pacing Calendar template/format shown below was reviewed.

**Subject and Grade Level:**

Timeline Week/Days (approx.)	Unit/Topic/ Essential Questions	Standard/ Learning Target/Big Idea	Assessment Formative/Summative	Instructional Resources
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**Additional information that could be included:**

- Vocabulary
- Activity ideas

There was common agreement that the district pacing calendar format looked good and would help keep everyone aligned. The importance of flexibility concerning timeline being an *approximate* amount of time was reinforced. The need for professional development on assessment and questions about classroom based assessment came up. We will need to provide examples of this type of assessment at our next meeting. Concerns about being able to get the work of pacing calendars and common assessments done according to our District Improvement Plan dates were shared.

Our first priority is the pacing calendar development. This should be collaborative work. The *Assessment Formative/Summative slot* on pacing calendars (see template above) may be what you are currently doing and if you aren't sure what to put here, just put "work in progress" in this column for now.

Elementary teachers are working on pacing calendars for math and reading. Math pacing calendars are their first priority because of district AYP needs K-12 in math. The Bridges Math program provides a scope and sequence (pacing calendar) by month and by strand that can serve as the basis for Omak's K, 1, 2, 3, 4, and 5 math pacing calendars.

Secondary teachers are working on pacing calendars depending on the subject(s) they teach. If a secondary teacher is teaching multiple subjects, math is the first priority, then reading, and then the other subject areas. English teachers may blend their reading and writing together on one pacing calendar if they teach both subjects in their class. Many secondary teachers don't teach classes of math and reading, they will be doing pacing calendars of the subject they teach such as science, music, physical education, social studies etc.

Teacher's first quarter of pacing calendar work is due to be sent to building principals on November 2. We would like this information to be sent electronically, so the district can put it in a horizontal curriculum format (by grade level) and vertical curriculum (by subject) format. If teachers don't have their pacing calendar available electronically they should give principals a hard copy. We plan to move to the common format shown above for second quarter and the rest of the year. Eventually the first quarter of pacing calendars will also be in the common format. Some teachers already may be using this format and others will have a slightly different format for first quarter. That is okay. Pacing calendar development is a "work in progress".

Once principals have the pacing calendars for first quarter, they will make sure they are labeled by subject and grade level. Then they should put those received electronically in electronic folders by subject and put paper copies in file folders labeled by subject area. This information should be forwarded to Joan and

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Susan at [jowright@omaksd.wednet.edu](mailto:jowright@omaksd.wednet.edu) and [sbell@omaksd.wednet.edu](mailto:sbell@omaksd.wednet.edu) or put in in- district mail addressed to Joan Wright and Susan Bell at North Elementary where they have offices.

The same process should be followed for first quarter assessments that principals receive, remembering that all staff may not have these available at this time.

#### **Parent discussion of the importance and types of parent involvement**

Our parent representatives have children at North, East, OMS and OHS. They talked about why they think parent involvement is important to their children and how it helps other children that they come in contact with at school. Showing that you are interested, informed and care were points that all parents in our group believe make a difference for students' self esteem and motivation. Specific topics covered during our conversation included: the types of parent involvement Omak School District has, parent involvement that should be supported by the district, school information that is important to parents, awareness of community resources for parents, and how the school district website is and could be used for parent communications.

#### **Small group sharing and session feedback**

Our meeting ended with large group sharing of table group comments and the opportunity to provide individual session feedback.

The next District Learning Leadership Team meeting will be **Monday, December 7, 2009, 3:30-4:45 pm at the Omak School District office.** Agenda topics will include: pacing calendar progress, information on assessment, and a report from our Response to Intervention Work Group.