King School Site Council

Meeting Minutes

February 8, 2011

In Attendance:		
Nick Fenger	Joy Williams	Kenneth Butler
Julie Davis	Tanisha Jones	Julie Putney
Jim Anderson	Andy Sellers	Alex Montfort
Trace Salmon	Kim Patterson	Ben Caldwell
Alvin Johnson		

TAG

Of 35 students nominated for TAG (talented and gifted) program this year, only one was identified as TAG by the testing regime. The staff has doubts about the organization of the testing and accuracy of the results.

3-5 Grade Level Team Presentation

Alvin Johnson 4-5 grade blend

Ben Caldwell 4-5 grade blend

Julie Putney 3-4 grade blend

Alex Montfort

Andy Sellers, ELL 4-8 grade and reading instructor

Walk-to-Read

Students were assessed using easyCBM (Curriculum Based Measurement) to place them at skill levels for reading comprehension, oral reading fluency, tier 1--at or exceeding grade level, tier 2--at to just below grade level and tier 3—significantly below grade level, 40 words per minute reading rate, 50% or below on reading comprehension multiple choice at 3rd grade. Since there are five teachers available at this grade team level, five reading groups were formed to provide differentiated instruction appropriate to each student's reading level. Alvin Johnson teaches the upper-proficiency level, 4th-5th graders. Ben Caldwell teaches the grade level below that. Andy Sellers teaches the tier 3 students who are two grade levels behind using the district adopted Language X curriculum. Most of these students are ELL students. Julie Putney teaches a tier 2 group made up primarily of 3rd graders and is assisted by Jen

Choate who comes in to assist. Jim Anderson often volunteers as well. Each reading group is broken up in to small groups and all the students are at the same level so everyone can be kept engaged and learning from each other. Vocabulary assessment is done throughout the year.

The team recently attended CBM analysis training which provided insight in how to interpret the data produced by the assessments. The system gives ideas for interventions to address specific weak points and ways to monitor the effectiveness of these interventions.

Julie Putney explained that DIBELS, the assessment regime used in K, 1st, 2nd grade is also used in 3rd grade. The Scott Foresman curriculum provides flexibility in the lessons as to what concept or skill area to assess or focus on. Each week, a new story is read and the lessons may target different concepts such as: author's purpose, summarizing, compound words, drawing a conclusion. Last week the students put on a play and performed for the Kindergarten classes. The key is using multiple approaches to reach all kids. Some who are shyer in the classroom may be more engaged in performance, etc.

Every Tuesday, the team meets to compare notes, strategize, go over any data and plan. The OAKS state testing regime is about to begin for the 3-5 grades. Middle school is currently in assessment. There will be three attempts for individual students to achieve a passing score. Students who exceed benchmark on the first round will not be retested. Third and 4th grade students will take a reading and math assessment, 4th graders will do writing as well and 5th graders will take only a science assessment. Ms. Putney gives the writing assessment to her 3rd graders as well to prepare them for the 4th grade test and to see what weaknesses it shows. These results are not sent to the state but are only used for diagnostic purposes. All of this data is used to drive the curriculum's focus to make sure all needs are addressed.

As the year progresses, students are moved from one reading group to another based on their progress. There are multiple measures being utilized to determine where each child is relative to where they need to progress. The teachers combine the all of the assessment results with their personal knowledge of each student to make these determinations.

Walk-to-Math

Investigations is the math curriculum in use. All of the same methods in use for reading are used for math. Based on assessment, students are broken into groups and given individualized instruction. Stephanie Cranley, math specialist, helps to add to the district standard curriculum and develop classroom exercises.

PPS has just adopted a new K-5 math curriculum called Bridges. It should go more in depth in specific concepts. It will be comprehensive and replace Investigations and Everyday Counts. Kim feels the current curriculum still leaves some gaps that Bridges will cover. There will be training in the new curriculum in June and August.

Jim Anderson asked what the definition of meeting "benchmark" is. The answer is that to meet benchmark is to satisfy the grade level standard. Jim asked, at this point in the year, are more students

meeting in the 3-5 grades. Based on their estimates, the team teachers say most are not yet meeting benchmark. Julie Putney responded that once the OAKS testing has been performed, they will know since this is the most comprehensive measure of each student. Alex Montfort pointed out that benchmark scores have been raised by several percentage points this year so that an exceeding score last year would only be a meeting score this year. He predicted that less than half will meet this year based on the new standards.

Ben Caldwell explained that when King had 800 students K-5, there were no combined grade levels and students were differentiated within their grade level. Since there were so many individual groups, students moved much more frequently, up or down, among the groups. Right now, the current system is being tweaked as the year goes on. There has been discussion of having students from the higher performing groups work with the middle school language arts teacher in a novel study group but the synchronization of schedules has been difficult.

Julie Putney attested that the learning environment is dramatically improved this year from last year. She feels she is free to teach well and not be distracted by other issues unlike last year. The student climate is better the students are happier, more focused and have better self-esteem. This will have a positive impact on how they perform on the tests. When asked why this is, she pointed to the leadership due to the hiring of Ms. Patterson as principal and the new team structure in place that provides a collaborative working environment and mutual support for teaching staff.

Julie Putney talked about "job alike" where teachers meet with others who teach the same grade level/subject every fourth Monday during professional development to share expertise. At the last meeting, she learned from another teacher about the capabilities of Google SketchUp software and how it can be used in the classroom. She is eager to put this to use when the new computer lab is up and running. She would like to see King have more technology support for the staff. Principal Patterson suggested that maybe a full-time technology teacher could be something to consider as a use for the School Improvement Grant when it is applied for. A tech person could keep the staff trained on the latest software and hardware and help in integrating technology into all the classrooms.

Alex Montfort said that there is a marked difference is technological capability between his students who have computers at home and those who don't. The school has to provide that access to those students or they will be left behind as the importance of technology increases in our lives.

Joy Williams: IB Update

International Baccalaureate Coordinator, Joy Williams provided a handout on the IB program and progress

Primary Years Program (PYP) – PK – 5th
Middle Years Program (MYP) – 6th – 8th

Learner Profile: Each month one of the Learner Profile characteristics is highlighted. At the monthly assembly students who exemplify the characteristic are awarded a T-shirt. Students are chosen by their

teachers. Teachers incorporate the Learner Profile in their daily instruction and classroom management. The Learner Profile is visible in the school and all classrooms.

Application Process: King School is a **Candidate School** in both the PYP and the MYP. Application B has been filed and accepted for both the MYP and the PYP. The next step is the Authorization Visit. A **PYP Authorization Visit** is scheduled for **Monday/Tuesday, May 23rd and 24th, 2011**. It can take another 6 months more/less for authorization to be awarded. A MYP Authorization Visit is planned for fall of 2011.

The **PYP Authorization Visit** is conducted by a team from the IB. They will examine our Programme of Inquiry (POI), classroom instruction, school climate (for IB*ness*), talk to teachers, students, and parents. We are in the process of completing our POI which has required some restructuring due to the change in classroom configurations. The IB team will also look for key components of IB expected to be evident in teachers' instruction. Professional Development is planned for upcoming staff meetings/LO days to specifically prepare for the Authorization

Visit. All but one of our core teachers in the PYP is IB trained.

IB Planners: Both PYP and MYP teachers are engaged in offering their students units of study through IB Planners. Though PYP and MYP planners have different structures and components, both are based on inquiry and promote critical thinking on the part of the student. They generally range from 2 to 6 weeks in length.

In the **PYP**, planners are usually based upon Science and Social Studies but are inter-disciplinary. PYP planners fall under one of six themes or big ideas. These six themes make up the **Programme of Inquiry or POI.**

They include:
Who we are
Where we are in time and place
How we express ourselves
How the world works
How we organize ourselves
Sharing the Planet

A Pre-K example under **How the World Works** has the **Central Idea**: Living things are in a constant state of change. The **lines of inquiry** include: Living things are alike and different. Living things change over time. Living things live in different environments.

MYP planners, though sometimes integrated, are subject specific but taught through one of five of the **Areas of Interaction (AOI)** in order to make authentic connections for students.

The MYP **Areas of Interaction** include:

Health and Social Education

Approaches to Learning
Human Ingenuity
Environments
Community Service

A MYP example of "Big Questions" from a planner in science was "How can our efforts to solve one problem create others? This unit on deforestation was done through the lens of Environments. Students considered people's actions in regard to ethical considerations on behalf of the environment.

MYP **core subjects** include: Humanities, Mathematics, Science, Arts, PE, Language A, Language B, and Technology.

Both **MYP and PYP IB planners** are designed and written by the teachers. They use backward design, thinking about student outcomes and assessments as they decide on the objectives of the unit of study.

Goals/wish-lists include: Increasing our library holdings, Spanish instruction, murals that depict global themes, authentic service learning, and increased interaction/communication with the local, national, and global community…

For more information on the **International Baccalaureate Programme** please visit the website below. Once there click on the link across the top: Programmes. A drop down menu will show the PYP, MYP, and DP. At each link there is a video describing the program. The IB site is quite extensive if you have the time to explore: http://www.ibo.org/

She explained that in typical schools that have stand-alone subjects such as reading, math, etc, in an IB program those stand alone subjects are taught in the morning and the afternoon is devoted to the integrated IB unit. The IB planners are very rubric driven and rely heavily on assessment to measure effectiveness.

Kim said that the level of integration of curriculum is limited by the fact that reading and math curricula have been mandated by the school district and cannot be modified but merely enhanced. Even the science and language arts curricula are fairly proscribed in PPS but the science kits used in elementary are fairly inquiry-based already so they are good starting point for the IB program.

Kim Patterson: Announcements

1. Mid-year Curriculum Night on February 24th so that parents can get a sense of the scope and sequence of where their child is in their studies at this point. Parents should be presented with the results of the first round of OAKS assessments or DIBELS for K-3. Parents will start with their child's homeroom teacher and then meet with their walk-to-read and walk-to-math teachers. They will be presented with what students will be working on to get them to standard by the end of the year. There will be another night like this one in May to review the year and prepare the school community for the next year. Teachers will also talk about their IB planners and units.

2. The Kindergarten DIBELS assessment results are in and Kim wants to discuss these at the March meeting. There is the main group of students referred to by the district as "core" meaning they should be given the standard grade level curriculum. In theory, this should be the majority of the class. Then there are students who need strategic intervention, followed by "intensive" intervention—students seriously below grade level. Many Kindergarteners moved to the intensive level in the second round of testing. This is of concern not only because of what it says about student learning but also because it is this type of data that is what the school is judged on by prospective parents. Kim wants this milestone data to make big gains this year and when the rate of Kindergarteners who are ready to read by 1st grade is determined the data needs to show progress.