The Wapato Public Schools is committed to preparing students for a global economy.

Wapato is located in the heart of the Yakima Valley. The community lies just south of Yakima on the Yakama Indian Reservation. Suggested by the origin of the name Wapato, derived from the Yakama native's name for potato, the industries of the area are agriculture and ranching. Incorporated into a township in 1908, the community has since grown into a multi-ethnic population of approximately 4,500.

Wapato Public Schools has a staff of:

- 203 teachers
- 25 specialists
- 203 classified support staff and
- 20 administrators

Demographics

- **Enrollment in Wapato SD is stable**. Student enrollment in Wapato Schools was 3,435 in the 2007-08 academic year, an increase of 6+ students per year.
- **The ethnicity of the Wapato SD student population is stable.** Wapato SD student enrollment is from three ethnic groups, Hispanic 67%, American Indian 25%, and White 6%.
- **Poverty is 90% and stable.**
- **The percentage of student in Migrant Student programs in increasing.** Federal Migrant program services grew from 23% in 2003 to 29% in the 2007-08 academic year.
- **The percentage of Wapato SD students receiving Transitional Bilingual services is declining.** Students receiving English Language Learner (ELL) support declined from 29% in 2003 to 24% in the 2007-08 academic year.
- **Students remain in the Wapato SD system at a high rate.** Retention rate of 81% for 4^{th} – 7^{th} grade span and 80% for the 7^{th} – 10^{th} grade span.

Grade by Grade Growth Over Time
(students served in Wapato over 2-year span)

	READING- Only students served in this district year-to-year (matched cohort)					**MATHEMATICS**- Only students served in this district year-to-year (matched cohort)				
	Percent Meeting Standard					Percent Meeting Standard				
	2006 - 2007 Cohort	**2007-2008 Cohort**	**Trend**	**2011 Target**	**Gap from Target based on 2008 WASL Results**	**2006 - 2007 Cohort**	**2007-2008 Cohort**	**Trend**	**2011 Target**	**Gap from Target based on 2008 WASL Results**
Grade 3-4	71.9%	45.9%	↓	88.1%	-42.2%	39.5%	31.7%	↓	82.4%	-50.7%
Grade 4-5	46.0%	62.6%	↑	88.1%	-25.5%	35.8%	52.2%	↑	82.4%	-30.2%
Grade 5-6	45.1%	34.8%	↓	82.5%	-47.7%	24.0%	17.5%	↓	79.3%	-61.8%
Grade 6-7	48.1%	48.0%	=	82.5%	-34.5%	34.4%	30.9%	↓	79.3%	-48.4%
Grade 7-8	56.5%	47.0%	↓	82.5%	-35.5%	30.8%	24.5%	↓	79.3%	-54.8%
Grade 8-10	N/A	66.7%		87.2%	-20.5%	N/A	22.8%		81.2%	-58.4%

Note: 2011 Target is the State Uniform Bar for 2011 (NCLB Definition). 8-10th grade is 2006-08 Cohort

West ED Needs Analysis Process

Week One: Needs Assessment

- Evaluate the strengths and needs of the district using state and local measures of program quality.
- Verify the results of the measures by interviews, focus groups, and school/classroom visits.
- Gather additional data related to the level of implementation.
- Identify specific academic problems of low-achieving students.

West ED Needs Analysis Process

Week Two: Action Planning

- Work with the district leadership team to identify 3-5 High Priority Areas for improvement.
- Facilitate the work of the district leadership team and stakeholder representatives to develop action plans to address the priority areas identified by the leadership team in collaboration with the external team.
- Facilitate development of an on-line action plan that will be maintained and updated in an ongoing manner.

Wapato District Action Plan

- Goal: 90% of all students will achieve at benchmark in math and reading.
- The Summit District Improvement Initiative aims to support Wapato Public Schools in raising student achievement by meeting or exceeding state standards in reading, writing, and mathematics and to achieve a higher level in teaching and learning guiding all students to graduate and are prepared for college and career.
- The Wapato SD is working on three major initiatives to achieve higher levels of teaching and learning. They are:
    1. Reading
    2. Quality Instruction
    3. Math

Reading Goal

Objective: Develop and implement a K – 12 reading program that aligns with the Washington State Standards and ensures that all high school graduates are prepared for post-secondary education and work in a global economy.

- Review and adopt a research-based reading curriculum, matched to district needs with accompanying instructional resources and district and classroom assessment practices.
- Provide on-going, job-embedded professional development to ensure effective implementation of the reading curriculum aligned with Washington's Three-tiered Model.
- Provide systems of collaboration that contribute to the use, revision, and effectiveness of reading formative assessments and interventions.
- Review and analyze the data to assess the language development needs for all students, Research effective language development practices that provide pre-literacy skill building for students and supports their access to reading programs/interventions and accelerates over time their academic success in reading.

Quality Teaching and Learning Goal

Objective: Articulate a definition of quality K – 12 classroom instruction that is guided, monitored and supported by evaluators (supervisors), peers, and coaches.

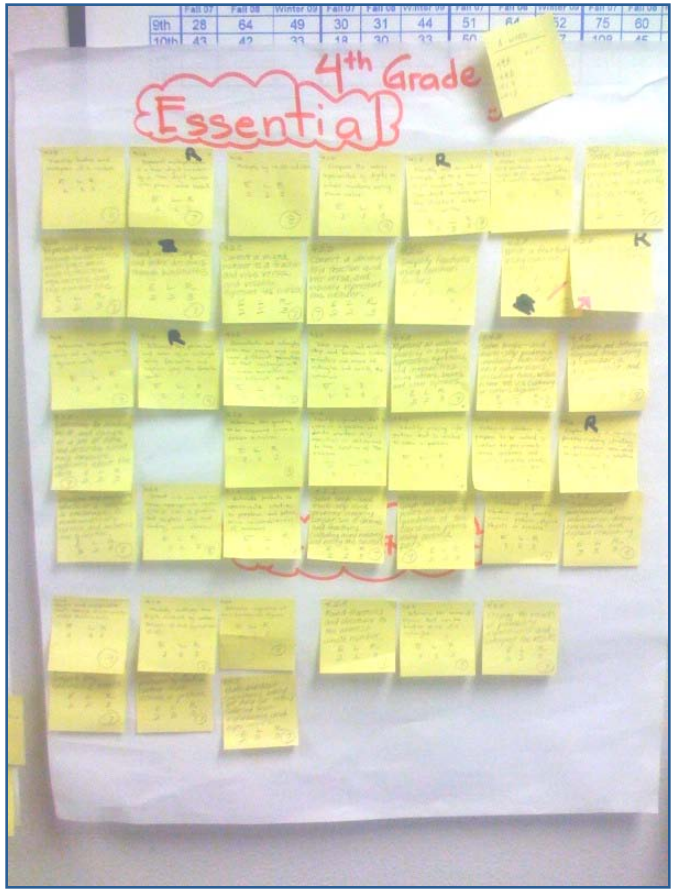
- Develop instructional practices that are aligned with the Washington expectations in Reading and Math.
- Implement a tiered intervention system in Reading, Math, Writing and ELL.
- Provide ongoing support for training in Marzano's High Yield Strategies.
- Provide classified staff training with instructional guidelines in their role as support staff K – 12 (General Ed and Special Ed.)

Math Goal

Objective: Review and align math curriculum K – 12 to Washington's new math standards and ensure that all high school graduates are prepared for post-secondary education and work in a global economy.

- Ensure mathematics core program, instructional resources, and local formative assessments across the system align with new state performance expectations.
- Provide on-going coaching to support effective implementation of core content, formative assessments, and interventions to ensure all students meet math learning targets.
- Provide systems of collaboration that contribute to the use, revision, and effectiveness of math formative assessments and interventions to maximize performance and close the achievement gap.
- Provide systems of comprehensive guidance and counseling that inform students of the courses required for eligibility for post-secondary study and work.
- Provide systems that will monitor the demographics of equitable access, enrollment, and performance of students.

Implementation Steps	Timeline
Define the membership and form a PO – 12 steering committees with sub-committees to provide overall direction.	01/01/2009 – 01/15/2009
Form Pre K – 5 alignment sub-committee responsible for; 1) finding the gaps in each grade level in Math Expression (K – 5) 2) Developing K – 12 consistency (alignment) with 6-12 committee members 3) Reviewing existing student achievement data to define student learning gaps.	01/01/2009 – 02/15/2009
For 6 – 12 alignment sub committee to review resources to evaluate alignment of current curricula with state standards to address question of supplementing or replacing existing curricula. 1) Identify stakeholders for participation. 2) Inform staff at HS and WMS of opportunity to participate. 3) Solicit parent involvement.	01/01/2009 – 02/15/2009
1) Use OSPI documents to identify specific areas of weakness 2) Conduct comprehensive review of grade level curriculum strands to OSPI alignment report, MAP scores, WASL Scores, new Math Standards, etc. 3) Process data from above analysis.	01/20/2009 – 02/15/2009



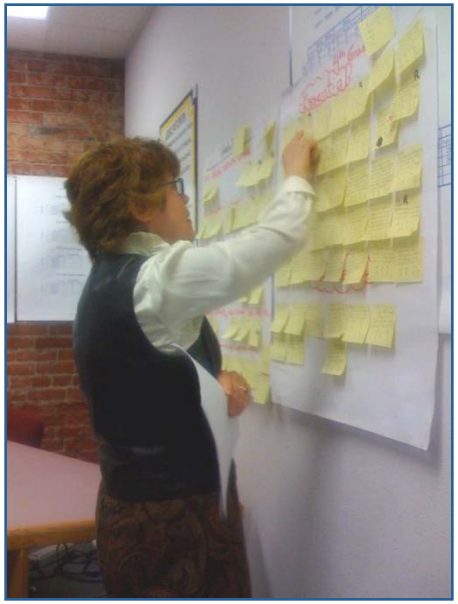
Wapato K-12 Math Alignment

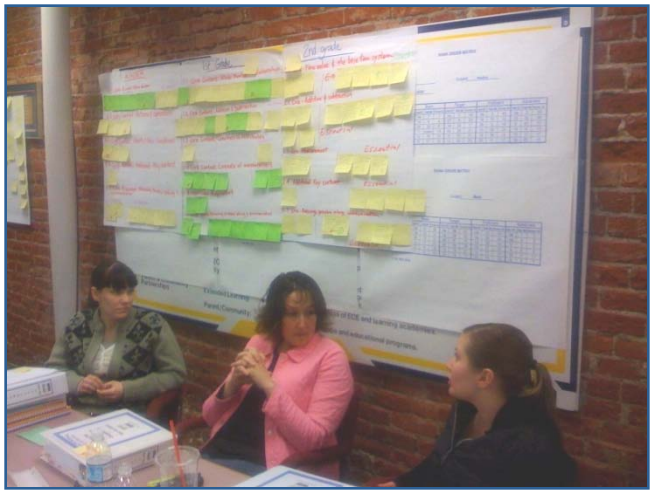
March 24-28, 2009

*A **Summit Grant** action initiative facilitated by **WestEd***

"What to teach, not how to teach it."

Teachers and administrators at work!

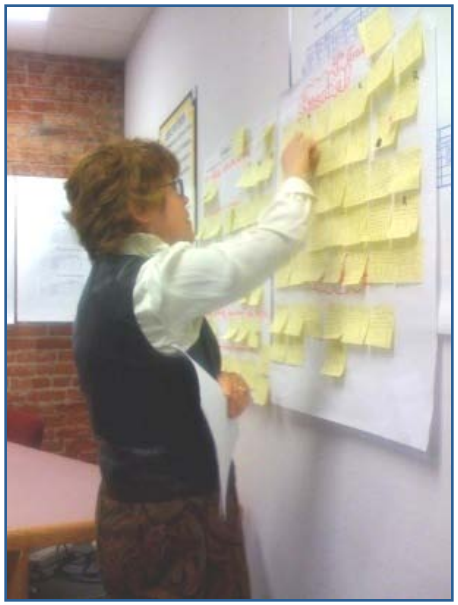




Teaching
with the
End in Mind

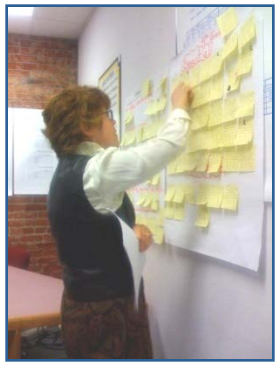
Why *Standards Based ?*

- To provide equity, consistency and continuity K-12
- To improve instruction and student achievement
- To ensure preparation for the next level in school
- To ensure success on a global level



The driving question-

What are *Essential Standards* *and why do we need them*?



Essential Standards

- Provide for a managed and prioritized focus
- Guarantee continuity between classrooms, grade levels and schools
- Guarantee readiness for students from grade to grade
- ***Essential Standards*** act as a road map

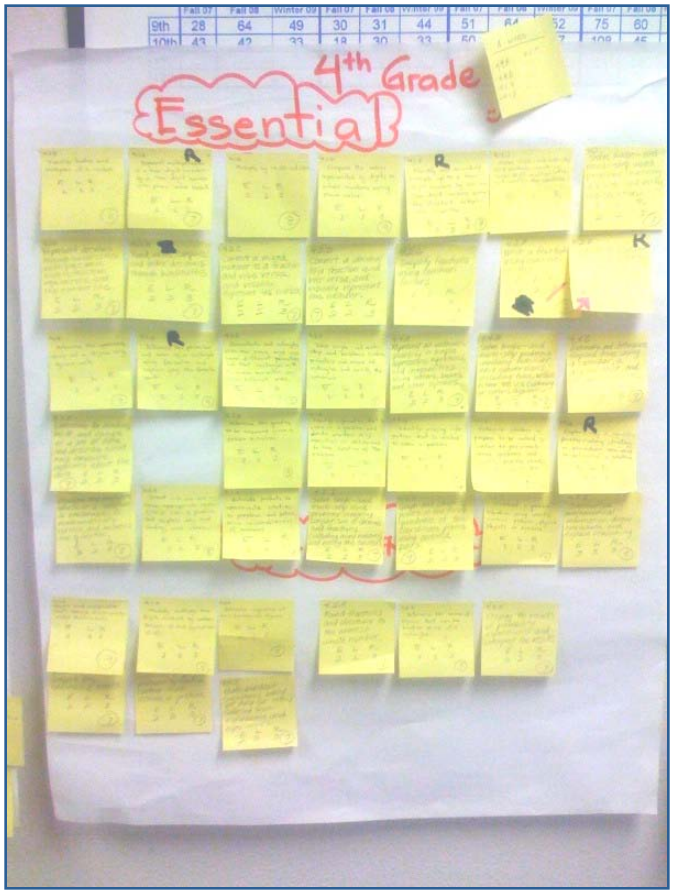
Schmoker and Marzano (1999) cite case studies of schools and districts where student test scores rose markedly after teachers established common grade-level standards and assessments and then collaborated on strategies to help all students achieve the high expectations.

The chief problem is that there is simply too much to teach. The authors warn educators to set limits or priorities according to what can be ***taught and assessed reasonably and effectively.***

How to decide what is essential?

- WA K-12 Math Standards!

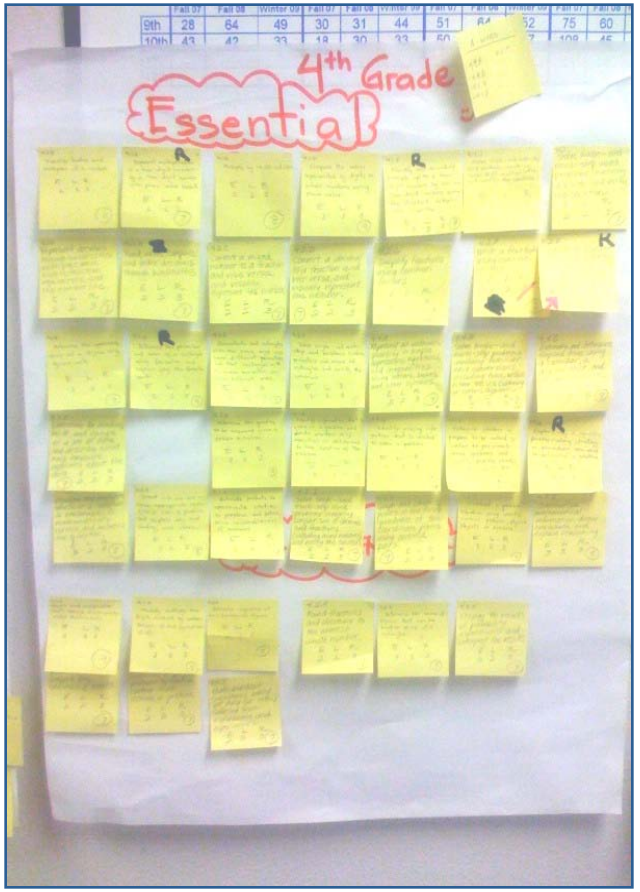
Endurance,
Leverage,
Readiness



Endurance	Leverage	Readiness
3 = Skill or knowledge of lifelong value to the student	**3 = Contains knowledge and skills that are of value across several subjects**	**3 = A necessary prerequisite for the next grade level**
2 = Skill or knowledge that is valuable to the student throughout schooling	2 = Contains knowledge and skills that are of value across several topics in one subject	2 = A necessary prerequisite within the grade level
1 = Skill or knowledge that is valuable only until tested	1 = Contains knowledge and skills that are of value across one topic area in one subject	1 = Not a barrier to moving on at this point; students can still get it down the line
0 = Skill or knowledge that has no endurance	0 = Provides no leverage	0 = A stand-alone skill or fact; not a prerequisite

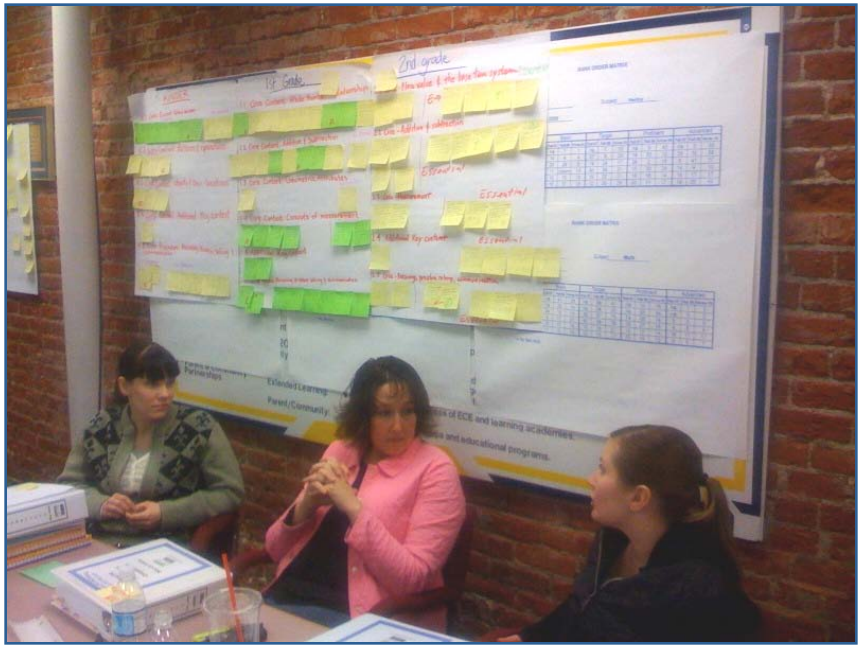
How to decide what is essential
(con't.)

- Algebra as the "A" word, through the grades
- Articulation up/down
- WASL testing maps



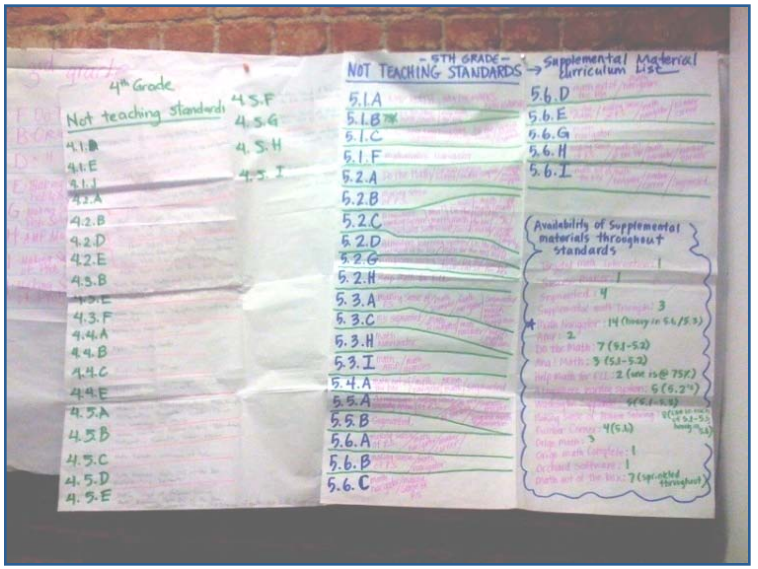
After the *Essential Standards* have been identified, then what?

- Identification of Top 5 "***Readiness***" standards
- Determination of gaps in adopted materials
- Creation of supplemental materials database to address those gaps

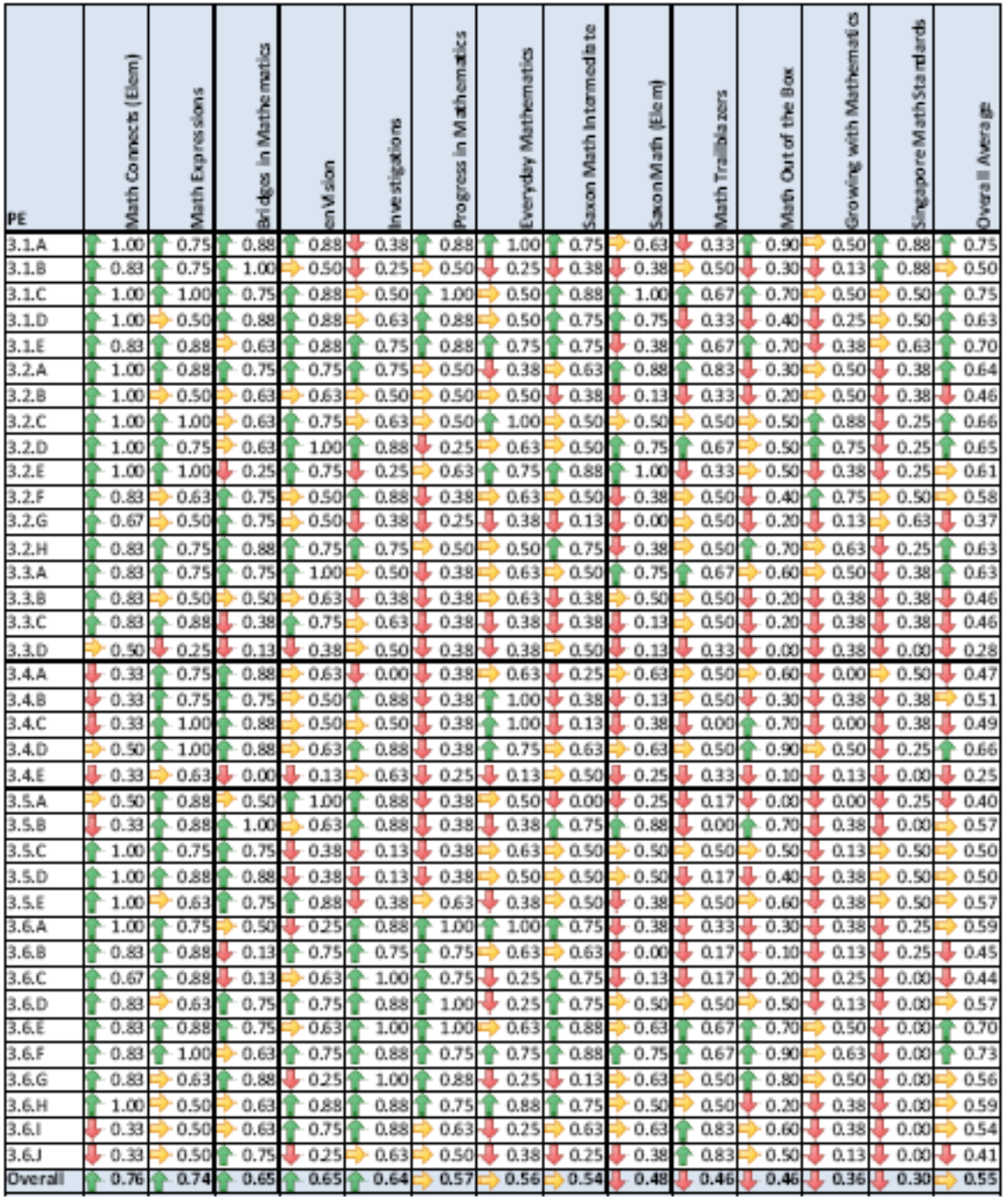


The **Review of Curriculum Materials** is c**ritical because we need to…**

- Identify gaps to the ***Essential Standards***
- Ensure easy access to materials for teaching and learning

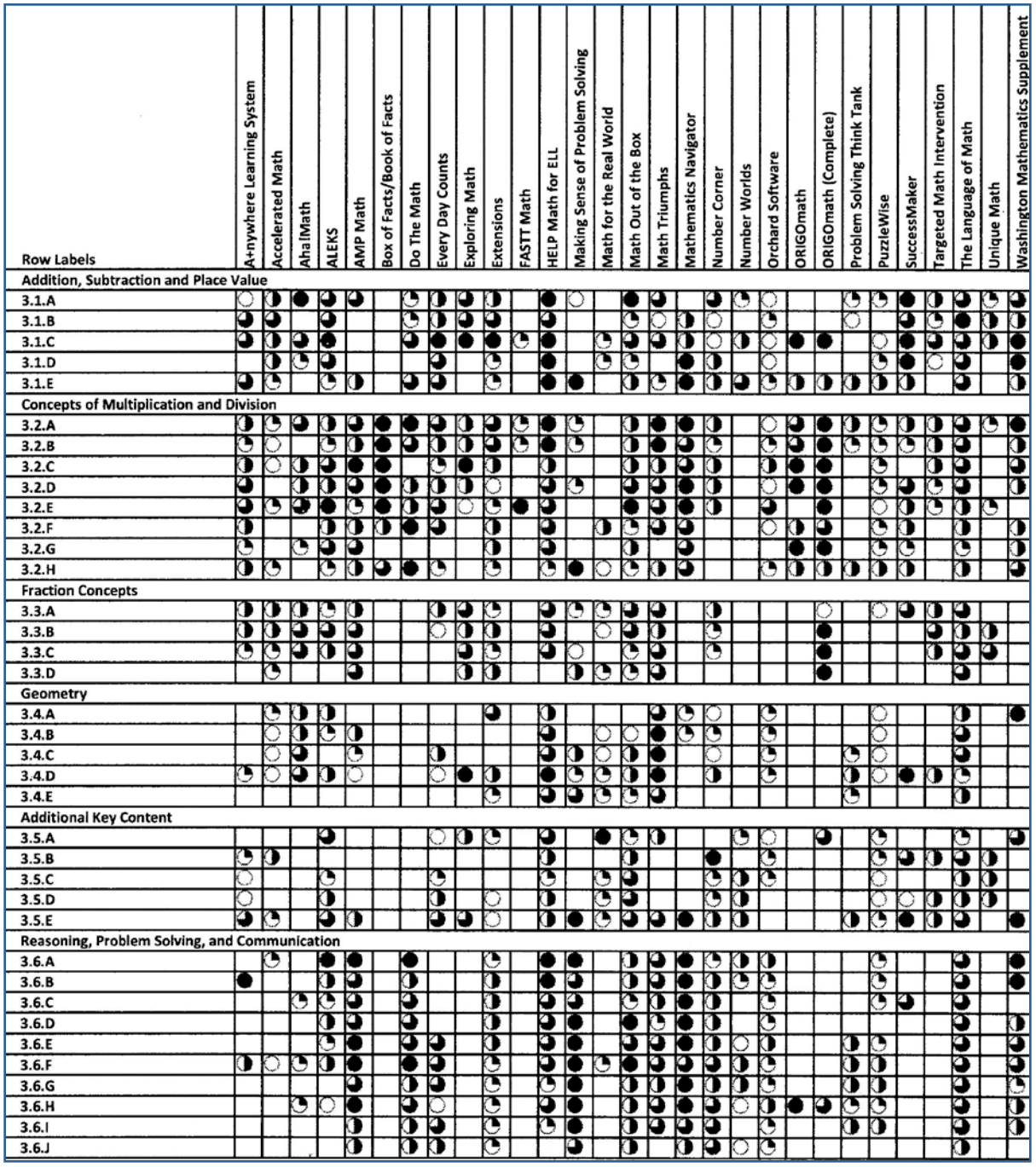


OSPI Curriculum Review



PE	Math Connects (Elem)	Math Expressions	Bridges in Mathematics	enVision	Investigations	Progress in Mathematics	Everyday Mathematics	Saxon Math Intermediate	Saxon Math (Elem)	Math Trailblazers	Math Out of the Box	Growing with Mathematics	Singapore Math Standards	Overall Average
3.1.A	1.00	0.75	0.88	0.88	0.38	0.88	1.00	0.75	0.63	0.33	0.90	0.50	0.88	0.75
3.1.B	0.83	0.75	1.00	0.50	0.25	0.50	0.25	0.38	0.38	0.50	0.30	0.13	0.88	0.50
3.1.C	1.00	1.00	0.75	0.88	0.50	1.00	0.50	0.88	1.00	0.67	0.70	0.50	0.50	0.75
3.1.D	1.00	0.50	0.88	0.88	0.63	0.88	0.50	0.75	0.75	0.33	0.40	0.25	0.50	0.63
3.1.E	0.83	0.88	0.63	0.88	0.75	0.88	0.75	0.75	0.38	0.67	0.70	0.38	0.63	0.70
3.2.A	1.00	0.88	0.75	0.75	0.75	0.50	0.38	0.63	0.88	0.83	0.30	0.50	0.38	0.64
3.2.B	1.00	0.50	0.63	0.63	0.50	0.50	0.50	0.38	0.13	0.33	0.20	0.50	0.38	0.46
3.2.C	1.00	1.00	0.63	0.75	0.63	0.50	1.00	0.50	0.50	0.50	0.50	0.88	0.25	0.66
3.2.D	1.00	0.75	0.63	1.00	0.88	0.25	0.63	0.50	0.75	0.67	0.50	0.75	0.25	0.65
3.2.E	1.00	1.00	0.25	0.75	0.25	0.63	0.75	0.88	1.00	0.33	0.50	0.38	0.25	0.61
3.2.F	0.83	0.63	0.75	0.50	0.88	0.38	0.63	0.50	0.38	0.50	0.40	0.75	0.50	0.58
3.2.G	0.67	0.50	0.75	0.50	0.38	0.25	0.38	0.13	0.00	0.50	0.20	0.13	0.63	0.37
3.2.H	0.83	0.75	0.88	0.75	0.75	0.50	0.50	0.75	0.38	0.50	0.70	0.63	0.25	0.63
3.3.A	0.83	0.75	0.75	1.00	0.50	0.38	0.63	0.50	0.75	0.67	0.60	0.50	0.38	0.63
3.3.B	0.83	0.50	0.50	0.63	0.38	0.38	0.63	0.38	0.50	0.50	0.20	0.38	0.38	0.46
3.3.C	0.83	0.88	0.38	0.75	0.63	0.38	0.38	0.38	0.13	0.50	0.20	0.38	0.38	0.46
3.3.D	0.50	0.25	0.13	0.38	0.50	0.38	0.38	0.50	0.13	0.33	0.00	0.38	0.00	0.28
3.4.A	0.33	0.75	0.88	0.63	0.00	0.38	0.63	0.25	0.63	0.50	0.60	0.00	0.50	0.47
3.4.B	0.33	0.75	0.75	0.50	0.88	0.38	1.00	0.38	0.13	0.50	0.30	0.38	0.38	0.51
3.4.C	0.33	1.00	0.88	0.50	0.50	0.38	1.00	0.13	0.38	0.00	0.70	0.00	0.38	0.49
3.4.D	0.50	1.00	0.88	0.63	0.88	0.38	0.75	0.63	0.63	0.50	0.90	0.50	0.25	0.66
3.4.E	0.33	0.63	0.00	0.13	0.63	0.25	0.13	0.50	0.25	0.33	0.10	0.13	0.00	0.25
3.5.A	0.50	0.88	0.50	1.00	0.88	0.38	0.50	0.00	0.25	0.17	0.00	0.00	0.25	0.40
3.5.B	0.33	0.88	1.00	0.63	0.88	0.38	0.38	0.75	0.88	0.00	0.70	0.38	0.00	0.57
3.5.C	1.00	0.75	0.75	0.38	0.13	0.38	0.63	0.50	0.50	0.50	0.50	0.13	0.50	0.50
3.5.D	1.00	0.88	0.88	0.38	0.13	0.38	0.50	0.50	0.50	0.17	0.40	0.38	0.50	0.50
3.5.E	1.00	0.63	0.75	0.88	0.38	0.63	0.38	0.50	0.38	0.50	0.60	0.38	0.50	0.57
3.6.A	1.00	0.75	0.50	0.25	0.88	1.00	1.00	0.75	0.38	0.33	0.30	0.38	0.25	0.59
3.6.B	0.83	0.88	0.13	0.75	0.75	0.75	0.63	0.63	0.00	0.17	0.10	0.13	0.25	0.45
3.6.C	0.67	0.88	0.13	0.63	1.00	0.75	0.25	0.75	0.13	0.17	0.20	0.25	0.00	0.44
3.6.D	0.83	0.63	0.75	0.75	0.88	1.00	0.25	0.75	0.50	0.50	0.50	0.13	0.00	0.57
3.6.E	0.83	0.88	0.75	0.63	1.00	1.00	0.63	0.88	0.63	0.67	0.70	0.50	0.00	0.70
3.6.F	0.83	1.00	0.63	0.75	0.88	0.75	0.75	0.88	0.75	0.67	0.90	0.63	0.00	0.73
3.6.G	0.83	0.63	0.88	0.25	1.00	0.88	0.25	0.13	0.63	0.50	0.80	0.50	0.00	0.56
3.6.H	1.00	0.50	0.63	0.88	0.88	0.75	0.88	0.75	0.50	0.50	0.20	0.38	0.00	0.59
3.6.I	0.33	0.50	0.63	0.75	0.88	0.63	0.25	0.63	0.63	0.83	0.60	0.38	0.00	0.54
3.6.J	0.33	0.50	0.75	0.25	0.63	0.50	0.38	0.25	0.38	0.83	0.50	0.13	0.00	0.41
Overall	0.76	0.74	0.65	0.65	0.64	0.57	0.56	0.54	0.48	0.46	0.46	0.36	0.30	0.55

OSPI Supplemental Materials Review



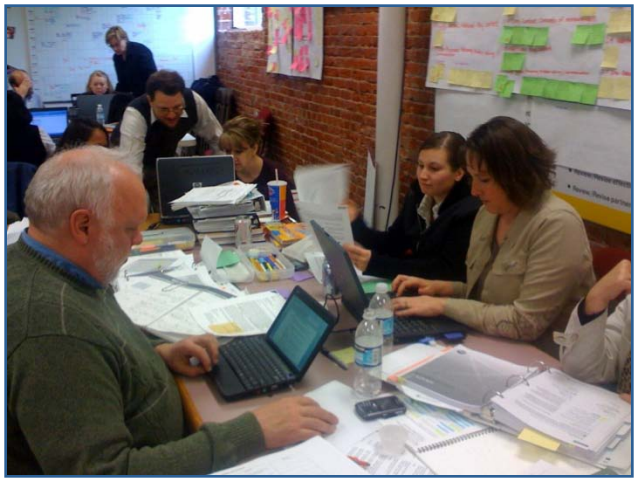
Row Labels	A+nywhere Learning System	Accelerated Math	AhaIMath	ALEKS	AMP Math	Box of Facts/Book of Facts	Do The Math	Every Day Counts	Exploring Math	Extensions	FASTT Math	HELP Math for ELL	Making Sense of Problem Solving	Math for the Real World	Math Out of the Box	Math Triumphs	Mathematics Navigator	Number Corner	Number Worlds	Orchard Software	ORIGOmath	ORIGOmath (Complete)	Problem Solving Think Tank	PuzzleWise	SuccessMaker	Targeted Math Intervention	The Language of Math	Unique Math	Washington Mathematics Supplement
Addition, Subtraction and Place Value																													
3.1.A	○	◑	●	◕	◕		◔	◑	◕	◕		●	○		●	◕		◕	◔	○			◔	◔	●	◕	◕	◔	◕
3.1.B	◕	◕		◕			◔	◑	◕	◕		◕			◔	○	◑	○		◔			○		◕	◕	●	◑	◕
3.1.C	◕	◑	◕	◕			◕	●	●	●	◔	●		◔	◕	◕	◑	○	◑	○	●	●		○	●	◕	◕	◑	●
3.1.D		◑	◔	◕				◕		◔		●		◔	◔		●	◑		○				◔	●	○	◕		●
3.1.E	◕	◔		◔	◑		◕	◕		◔		●	●		◑	◔	●	◑	◕	◔	◑	◑	◑	◑	◑		◕		◔
Concepts of Multiplication and Division																													
3.2.A	◑	◔	◕	◑	◕	●	●	◕	◑	◕	◔	●	◔		◑	●	◕	◔		○	◕	●	◔	◔	◕	◕	◕	○	●
3.2.B	◔	○		◑	◑	●	◕	◑	◑	◕	◔	●	◔		◑	●	◕	◔		◔	◕	●	◔	◔	○	◕	◕		◕
3.2.C	◑	○	◑	◕	●	●		◔	●	◑		◑			◑	◕	◕	◔		◔	●	●		◑		◕	◕		◕
3.2.D	◕		◑	◑	◕	●	◑	◑	◑	○		◕	◔		◕	◕	●	◑		○	●	●		◔	◕	◔	◕		◕
3.2.E	◕	◔	◕	●	◔	●	◑	◕	○	◔	●	◕			●	◕	●	◑		◕		●		○	◕	◑	◕	◔	
3.2.F	◑			◑	◑	◑	●	◕		◑		◕		◔	◔	◕	◕			○	◑	◕		◔	◕		◑		◕
3.2.G	◔		◔	◕	◕					◑		◕			◑		◕			◕	●	●		◔	◔		◑		◕
3.2.H	◑	◔		◔	◑	◕	●	◔		◔		◔	●	○	◔	◑	◕			◔	◑	◑	◑	◑	◑		◑		◕
Fraction Concepts																													
3.3.A	◑	◑	◑	◔	◑			◑	◕	◕		◕	◔	◔	◕	◕		◑				○		○	◕	◑	◕		
3.3.B	◑	◑	◕	◕	◕			○	◑	◑		◕		○	◕	◑		◑				●				◕	◑	◑	
3.3.C	◔	◔	◕	◑	◕				◕	◔		◕	○		◔	◕		◑				●				◑	◕	◕	
3.3.D		◔			◕				◑	◑			◑	◔	◔	◕						●					◕		
Geometry																													
3.4.A		◔	◑	◑						◕		◑				◕	◔	○		◔				○			◑		●
3.4.B		○	◑	◔	◑							◕		○		◕	◔	◔		◔				○			◕		
3.4.C		○	◕		◔			◑				◕	◑	○	◑	◕		○		◔			◑	○			◕		
3.4.D	◔	○	◕	◑	○			○	●	◑		●	◔	◔	◑	◕		◑		◔			◑	○	◕	◑	◕		
3.4.E										◔		◕	◕	◔	◔	◕							◔				◑		
Additional Key Content																													
3.5.A				◕				○	◑	◔		◕		●	◔	◑			◕	○		◕		◔			◔		◕
3.5.B	◔	◑										◕			◑			●		◔				◔	◕	◕	◕	◑	
3.5.C	○			◔				◔				◔		◔	◕			◔	◕	◔				○		◑	◕	◑	
3.5.D	○			◕				◑		○		◑		◔	◑			◔	◑					○	○	◕	◑	◑	
3.5.E	◕	◔		◕	◑			◕	◕	○		◑	●	◔	◕	◕	●	◑	◑				◔	◔	●	◕	◑		●
Reasoning, Problem Solving, and Communication																													
3.6.A		◔		●	●		●			◔		●	●		◑	◕	●	◑	◕	◑				◔			◕		●
3.6.B	●			◑	◕		◑			◑		●	◕		◑	◕	●	◑	◔	◕				◔			◕		●
3.6.C			◔	◔	◕		◕			◑		◕	◕		◔	◑	●	◑		◕				◔	◕		◕		
3.6.D				◑	◕		◕			◑		◕	●		●	◔	●	◑		◕							◕		◑
3.6.E				◔	●		◕	◑		◑		◕	●		◕	◑	◕	◑	○	◕			◑	◔			◕		◑
3.6.F	◑	○	◔	◑	●		●	◕		◑		◕	●	◔	●	◑	◕	◑	◔	◕			◑	◑			◕		◑
3.6.G					◕		◑	◕		◔		◔	●		◑	◑	◕	◑	◔	◕			◑	◑			◕		◔
3.6.H			◔	○	●		◑	○		◔		◕	●		◑	◑	◕	◑	○	◑	●	◑	◑	◑			◕		◑
3.6.I					◑		◑	◕		◔		◔	●		◑	◑	◕	◑		◕			◑	◑			◕		◑
3.6.J					◑		◑	◕		◔			●		◑		◕	◑	○	◕							◑		

Why do we need standards (objectives) written in student-friendly language?

- They allow students to own and be responsible for their learning
- They allow students to better understand learning objectives
- They facilitate communication with parents
- Everyone understands what is expected
- They are an identified Marzano High Yield Strategy

The Final Product

- Bloom's Levels
- Original GLE Language ***Essential Standards***
- Student Friendly ***objectives***
- Instructional Calendar
- # of lessons per standard
- Top 5 ***Readiness*** standards
- Core Materials Map
- Supplemental Materials



Elementary Essential Standards –
a road map for learning

Bloom's Levels	Original Language	Student Friendly	Period 1,2,3, or 4	# of lessons	Top 5 R?	Core Materials Map	Supplemental Materials
Factual **Conceptual** **Remember** **Create**	3.1.A Read, write, compare, order, and represent numbers to 10,000 using numbers, words, and symbols.	I will be able to write numbers to 10,000. I will be able to compare numbers to 10,000. *Ex. Fill in the box with <, >, or = to make a true sentence: 3,546 □ 4,356.* I will be able to order numbers to 10,000. I will be able to show numbers using	1, 4	3	X	Math Expressions Units 1, 3 pgs. 1,11,29,281	Everyday Counts

Bloom's Levels	Original Language	Student Friendly	Period 1,2,3, or 4	# of lessons	Top 5 R?	Core Materials Map	Supplemental Materials
Factual **Conceptual** Procedural M-Cognitive **Remember** Understand Apply Analyze Evaluate **Create**	3.1.A Read, write, compare, order, and represent numbers to 10,000 using numbers, words, and symbols.	I will be able to write numbers to 10,000. I will be able to compare numbers to 10,000. Ex. Fill in the box with <, >, or = to make a true sentence: 3,546 □ 4,356. We will be able to order numbers to 10,000. We will be able to show numbers using numbers, words, and symbols .	1, 4	3	X	Math Expressions Units 1, 3 pgs. 1,11,29,281	Everyday Counts
Factual Conceptual **Procedural** M-Cognitive Remember Understand **Apply** Analyze Evaluate Create	3.1.C Fluently and accurately add and subtract whole numbers using the standard regrouping algorithms.	I will be able to easily and correctly add and regroup whole numbers. I will add and subtract using the standard regrouping algorithms. **Example**	1, 4	14	X	Math Expressions Units 1,2,3 pgs. 45, 59, 65, 71, 81, 91, 99, 109, 115, 201, 209, 217, 320, 326, 328, 336, 340, 342, 354, 357, 378, 380,	
Factual Conceptual **Procedural** M-Cognitive Remember Understand **Apply** Analyze **Evaluate** Create	3.1.E Solve single- and multi-step word problems involving addition and subtraction of whole numbers and verify the solutions.	We will solve whole number addition word problems that have one or more steps to solve. We will solve whole number subtraction word problems that have one or more steps to solve. We will prove that our solutions are correct.	1, 4	18	X	Math Expressions Units 1,2,3 pgs. 37, 45, 59, 65, 71, 81, 91, 99, 109, 115, 163, 173, 179, 185, 195, 201, 209, 217, 325, 333, 339, 158, 159, 353, 361, 377	

Middle School Essential Standards – a road map for learning

Bloom's Levels	Original Language	Student Friendly	Period 1,2,3, or 4.	# of lessons	Top 5 R?	Core Materials Map	Supplemental Materials
Factual **Conceptual** **Procedural** **Remember** **Understand** **Apply**	8.2.E Quickly recall the square roots of the perfect squares from 1 through 225 and estimate the square roots of other positive numbers.	1. I will identify and list all perfect square roots from 1 - 225. 2. I will estimate the value of non-perfect square roots from 1-225.	2	10		Looking for Pythagoras INV 2.2 - 2.3 pgs 18-21	Ready Set Orchard

High School Essential Standards – a road map for learning

Bloom's Levels	Original Language	Student Friendly	Period 1,2,3, or 4.	# of Days	Top 5 R?	Core Materials Map	Supplemental Materials
Factual **Conceptual** **Procedural** **Understand** **Apply** **Analyze** **Evaluate** **Create**	M1.3.F Find the equation of a linear function that best fits bivariate data that are linearly related, interpret the slope and y-intercept of the line, and use the equation to make predictions	I will be able to **find** the equation of a linear function that best fits **two variable** data that are **linearly** related. I will be able to **interpret** the **slope** and **y-intercept** of the line. I will be able to use the equation to make **predictions.**	2	10		course 1 unit 3 lesson 1-4 pages 158-248	A+nywhere learning system

What We Learned Through This Process…

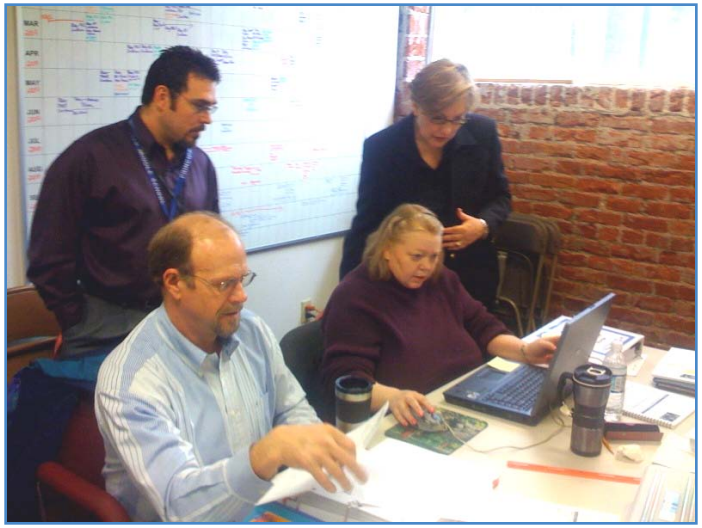
- Yes, there are gaps within our current K-12 materials, but…

We do have good curricula!

What We Learned Through This Process (con't.)

- Our current ***sequence*** of instruction will need to change
- We will need to ***eliminate*** some lessons previously taught in order to make time for what is essential
- There is more planning work to be done
- Professional development scheduled for June 15

Teachers and Administrators at Work!



Remember

Teach

with the

End in Mind

DCIA Summit Partnership

2008-2009 District Calendar

Summit Data Inventory
~~August 21~~
~~10-11 Cabinet~~
~~11-12 Principals~~

Classroom Observation Study by BERC Group
~~Sept. 15-19~~

OSPI School Reviews
~~Sept. 30, Oct. 1-3~~

West Ed. Needs Assessment Analysis
~~Oct. 20-23~~

WestEd Action Plan
~~Oct. 27-30~~

School Star Reports by Dr. Baker, BERC Group
~~November 3 3-5 PM~~

Review of Reading Committees
~~Feb. 19~~ ~~Mar. 4~~

Implementation Check Visit, West Ed
~~April 7~~

Classroom Walk-Through Training by Teachscape
~~Nov. 12, 13~~ ~~Jan. 15~~

STAR Classroom Training by BERC Group

~~Nov. 3 Adams~~	~~Nov. 4 Camas~~
~~Nov. 5 Satus~~	~~Nov. 6 WHS~~
~~Nov. 25 WMS~~	
~~Jan 09 PACE~~	
~~Feb. 13 MS~~	~~Feb. 17 Camas~~
~~Feb. 18 Satus~~	~~Feb. 19 Adams~~
~~Mar. 03 PACE~~	~~Mar. 10 HS~~
~~Mar. 11 MS~~	~~Mar. 17 Adams~~
~~Mar. 18 Camas~~	~~Mar. 19 Satus~~
~~May 05 HS~~	May 15 PACE

Math Alignment Committee
~~March 23, 24 25, 26, 27~~
~~April 23, 30~~
May 26

Classroom Walk through by Teachscape (Cohort 2)
May 13, 14, 28

Marzano-High Yield Strategy by Teachscape (Cohort 2)
May 27

ELL Institute by Teachscape
(Part of 2009 Summer Academy)
June 29, 30 July 1

Reading Adoption Committee
~~Feb. 4, 5, 10, 11, 26, 27~~
~~Mar. 2, 16~~

6th – 8th Grade Reading Adoption Committee
~~May 4, 6, 7, 8~~, 12, 15

Marzano-High Yield Strategy by Teachscape

~~Oct. 13, 14~~	~~Dec. 16~~
~~Feb. 12~~	~~May 6~~

Breakthrough Coaching, OSPI
~~Mar 16 and 17~~
June 25 and 26

Teachscape Coaching

~~December 4, 5, 10, 11, 15~~	
~~Jan. 28~~	~~Satus / MS~~
~~Jan. 29~~	~~Adams / Camas~~
~~Feb. 13~~	~~HS / PACE~~
~~Mar. 4~~	~~Adams / Camas~~
~~Mar. 5~~	~~PACE~~
~~May 5~~	~~Satus / MS~~
~~May 7~~	~~HS / PACE~~
~~May 19~~	~~Camas / Adams~~
May 20	Satus / MS
May 21	HS / PACE

ELL School Visit, Cheryl Mayo, CEE
May 20, 21, 22

Action Plan for 2010, WESTED
June 23 - 24