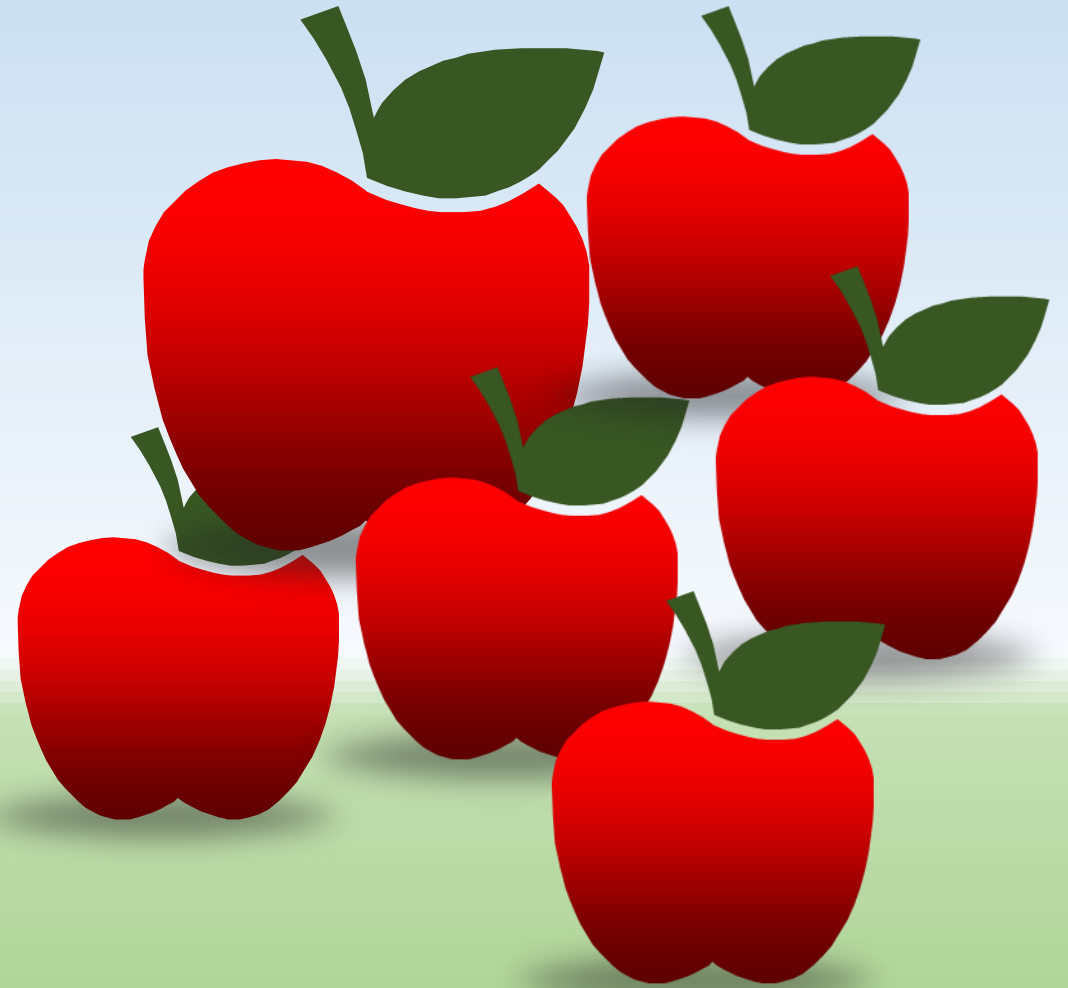


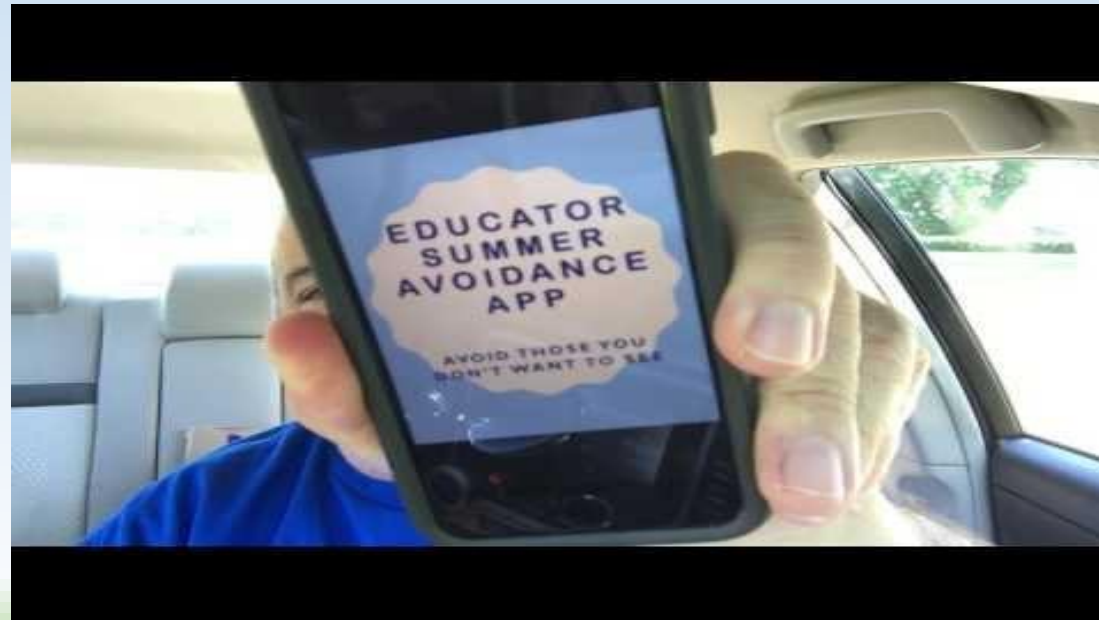
Curriculum Directors Meeting June 2, 1017



**Northwest Educational
Service District 189**

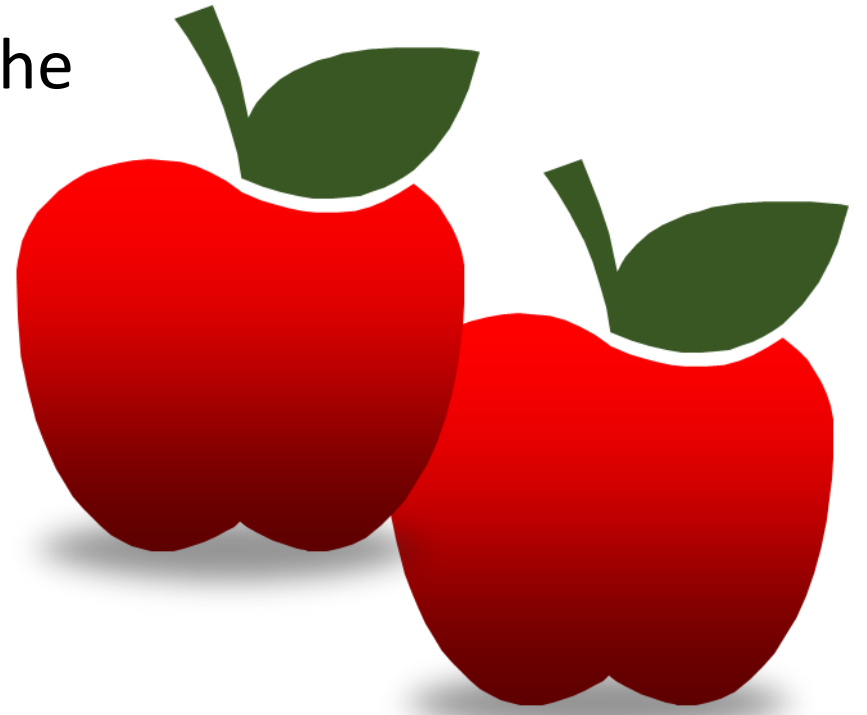
Together We Can

Do you have this app?



Today's Intended Outcomes:

- Share a success story from your district with others
- Learn the success analysis protocol
- Learn about State and Regional Updates
- Identify what your districts' needs are for the
- 2017-18 school year
- Learn the chalk talk protocol



Activator:

from Groups at Work by Lipton and Wellman

What

Surface ideas, concepts and understandings about the topic we are about to explore.

Why

On time/on task/on topic

Engage prior knowledge

Set tone for participation

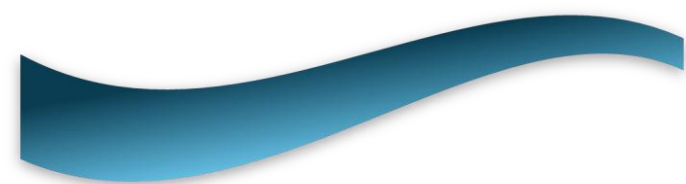
Prompt new perspectives on important concept



If you were in charge of all schools, what is one thing you would do to improve student outcomes for every student?



Success Analysis

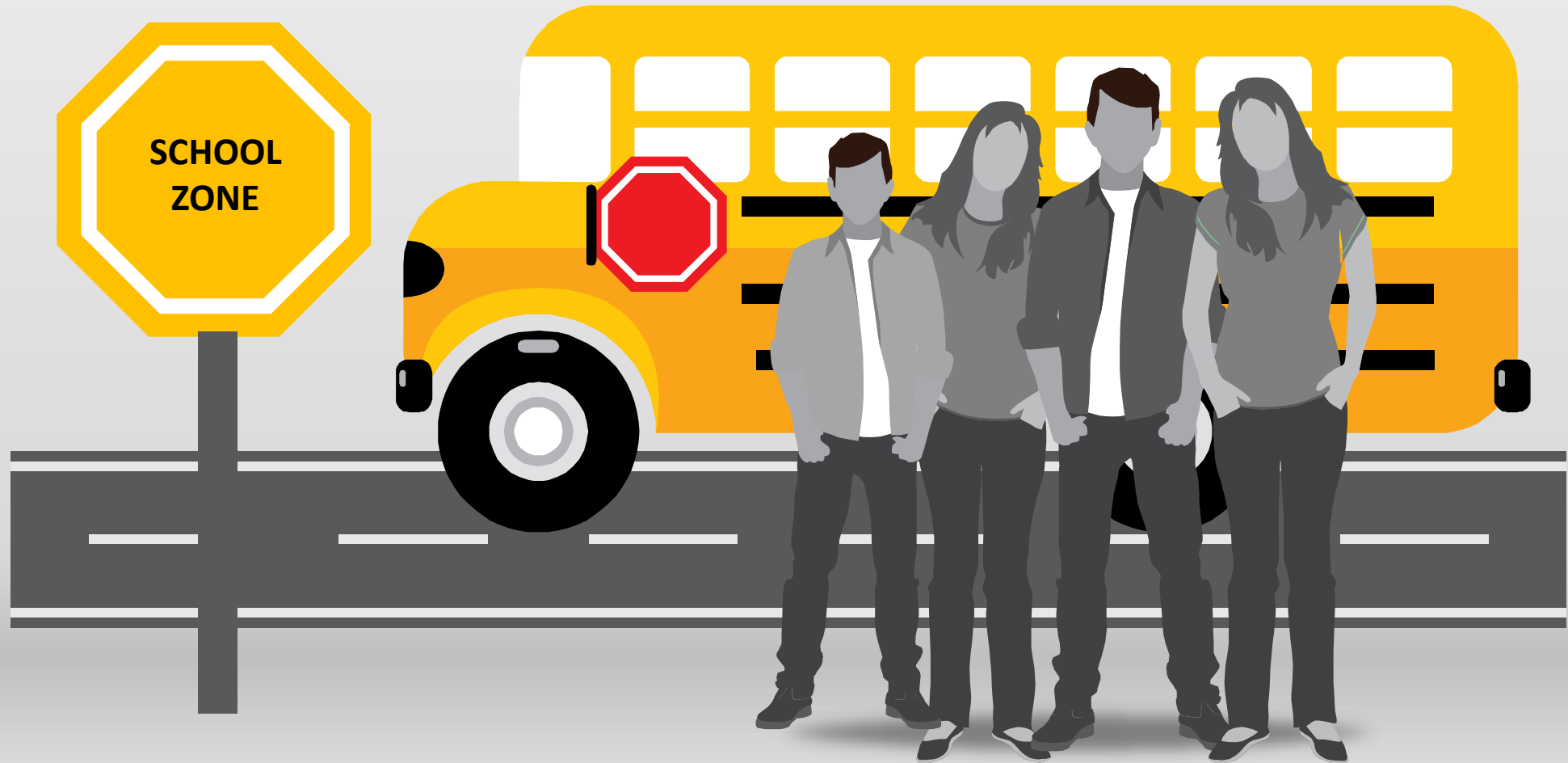


Each person reflects on and writes a short description of a successful project they accomplished this year-5 minutes

1. In teams of 4, each person takes turns being the presenter
2. Presenter shares their successful project-3 minutes
3. Groups asks clarifying questions -2 minutes
4. Group discusses what made the project successful-2 minutes
5. Presenter responds to the group's discussion-2 minutes



Regional and State Updates



Early Learning

Math

Science

ELA

Equity & Measures

Migrant Ed.

Student & School Success



Early Learning

We are pleased to introduce:

Sarah Southard, NWESD Early Learning Director

2017-18 FELLOWS APPLICATIONS

- APPLICATIONS ACCEPTED UNTIL JUNE 5th

Send us an email if you have a late application

Orientation is August 16

State of Washington
Office of Superintendent of Public Instruction
OSPI

Home | Certification | Offices & Programs | Learning & Teaching | Assessment | Finance & Grants | Data & Reports | Languages | A - Z Index | Print Version | Search

Learning and Teaching

Washington State Fellows' Network

Engaging Teacher Leaders in English Language Arts, Science, Early Learning

APPLICATIONS FOR NEW AND RETURNING Language Arts, Mathematics, and Science

The Office of Superintendent of Public Instruction (OSPI) is currently accepting applications for the 2017-18 Washington State Fellows' Network. This program is designed to support and expand the professional learning and leadership development of Fellows across our state as we are launching a three-year Fellows' Program. A 3-year program allows for deeper and expanded learning in the topics of leadership, content area knowledge, adult learning, change management, equity, use of data and analytics and student growth. New Fellows will participate in a New Fellows Orientation meeting prior to the four convenings during the school year. Fellows who have participated for more than three years, will become Emeritus Fellows. Emeritus Fellows will remain connected to the Fellows' Network and have opportunities for leadership with local, regional, and/or state initiatives. The Emeritus Fellows program will be designed in the 2017-18 school year. Prospective applicants who can commit to only one year may still apply; all applicants are encouraged to consider a multi-year commitment to reap the full benefits of the program.

[Click Here to Apply!](#)

The application deadline has been extended to June 2.

Notifications of accepted Fellows will be during the week of June 5th.

If you have any questions about the Fellows or the application process, please contact your regional Early Learning, English Language Arts, Mathematics, or Science coordinator.

[Early Learning ESD Coordinators](#)
[ELA ESD Coordinators](#)
[Math ESD Coordinators](#)
[Science ESD Coordinators](#)

For region-specific Fellows questions contact:
[Math ESD Coordinators](#)
[ELA ESD Coordinators](#)
[Science ESD Coordinators](#)
[Early Learning ESD Coordinators](#)

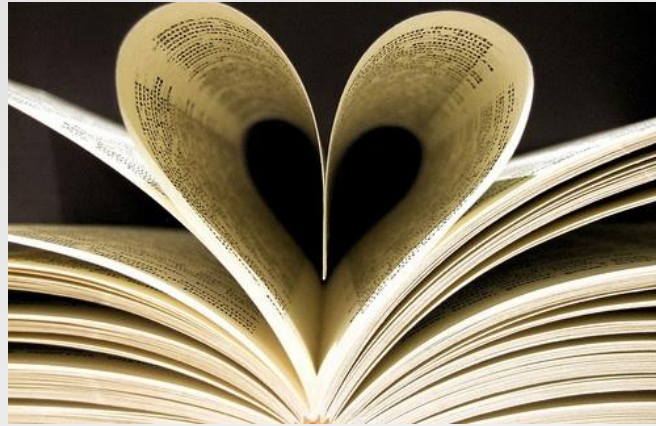
For Statewide Fellows questions related to each content area contact:
Math:
Mary Ellen Huggins
Math Coordinator, ESD 189
mhuggins@nwesd.org
360-299-4083

ELA:
Patricia Moore
ELA Coordinator, OESD 114
pmoore@oesd.wednet.edu
360-782-5067

Applications for new or returning 2017-18 Fellows are now open.
[Click Here to Apply!](#)
Application materials are due on June 2.
For additional information: [2017-18 Fellows' Network \(PDF\)](#)

<https://goo.gl/wc4ye1>

English Language Arts



Summer Professional Learning

Reading Foundational Skills Strategies to Support Struggling Readers, Grades 2-5

The ELA CCSS Reading Foundational Skills standards address the need for students to be proficient readers in order to comprehend texts across a range of types and disciplines. However, many students in grades 2-5 have difficulty reading texts fluently and accurately, making comprehension difficult.

This professional learning session is designed to support teachers in meeting the needs of elementary students who continue to struggle with these important foundational skills.

Participants will:

- Read and analyze the Reading Foundational Skills standards
- Learn about and practice high-leverage instructional strategies to support student learning in the areas of phonemic awareness, phonics, multisyllabic decoding, and fluency
- Engage in collegial discussions to grow their knowledge and improve practice

Location: NWESD, 1601 R Ave, Anacortes

Date: July 27, 2017

Time: 9:00 a.m. - 3:00 p.m.

Fee: \$25

Clock hours: 5 clock hours (an additional \$15)

Session ID: [32006](#)

Facilitator: Kim Kellogg

For more information contact:

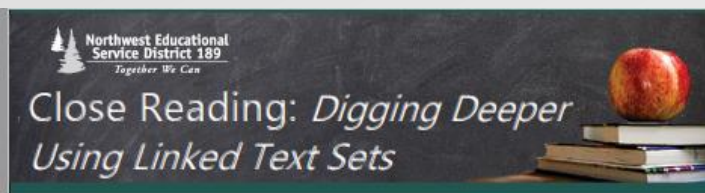
Anita Garcia

Administrative Assistant

agarcia@nwesd.org

(360) 299-4044

To register online,
click on this [registration link](#).



July 31, 2017

So your students are able to read a text closely, annotate the text, and answer text-dependent questions. Now what?

The ELA standards require that our students be able to "gather evidence from multiple print and digital sources" in order to "support analysis, reflection, and research." Teaching with linked text sets is the perfect extension of close reading to implement with your students. **Linked text sets** include a range of print and media including informational texts, picture books, literary passages, poetry, video clips, primary sources, music, and much more organized around a topic or theme.

Participants will:

- Review elements of close analytical reading
- Understand how linked text sets enrich literacy instruction and increase content area learning
- Create a linked text set aligned to a unit of study they plan to teach in the fall

Save the Date!

Registration Link: [Session ID 32005](#)

NWESD

1601 R Ave, Anacortes

Audience: Teachers &
Librarians grades 2-12

9:00-3:00

\$25.00 registration fee

5 clock hours available
for \$15

Questions? Contact

Anita Garcia-Holzemer

agarcia@nwesd.org

(360) 299-4044



Academic Language & Diverse Learners



A Key to Learning Language and Content

Join author/presenter Gisela Ernst-Slavit as she examines academic language use in different content areas and effective instructional strategies for diverse learners. This course will focus on the importance of academic language and its application across different content areas.

Participants will make connections to the ELA Common Core State Standards and the Next Generation Science Standards as well as to language and content standards for English Learners. This interactive presentation will engage participants as they learn the importance of explicit instruction on academic language for 21st century classrooms.



Gisela Ernst-Slavit is a professor of ELL and Education at Washington State University whose career has centered around how to better address the educational needs of migrant and diverse students. She has published over 70 articles and 10 books all focused on two main areas: preparing teachers for diverse students and addressing the needs of ELLs and

August 15, 2017

NWESD, 1601 R Ave, Anacortes

8:30 a.m. - 3:00 p.m.

6 Clock Hours

Registration Fee: \$60*

To register online follow this [LINK](#). Or visit

www.nwesd.org

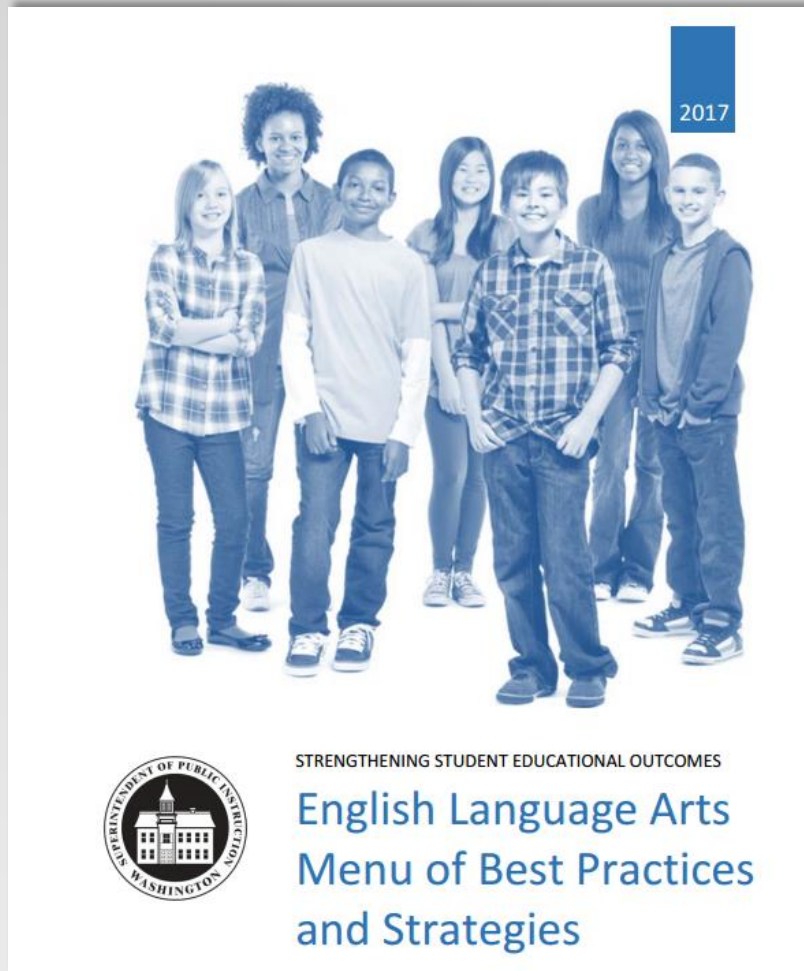
Session ID: [31962](#)

*Registration includes lunch and a copy of the book,
Academic Language in Diverse Classrooms.



For more information please contact Jennifer Longchamps at jlongchamps@nwesd.org or (360) 299-4095

ELA Menu of Best Practices and Strategies



Newly revised with expanded and updated content

- WA State Literacy
 - Dual Language Messaging
 - Literacy Pathways
 - Academic Language
 - Foundational Skills
 - New Graphics
 - Strategies for English Learners
 - Balanced Literacy
 - Appendix A
 - Vocabulary
 - Comprehension



ELA Updates

Washington Reading Corps Update



- WRC AmeriCorps members serve early learners and K-4 students, supporting improved literacy and reading proficiency
- NWESD region had the most WRC tutors in the state for the past two years
- Last professional development session with WRC members was May 5th
- Additional funding for the 2017-18 school year now available
- Applications re-opened for a second

Mathematics Updates

Summer 2017

Mathematics Summer Professional Learning

1. Number Talks	Grades 3-10	June 28-29
2. Ratio and Proportional Thinking	Grades 5-8	July 11-12
3. Mathematically Productive Instructional Routines	Grades K-12	July 31
4. Math Menu of Best Practice	Grades K-12	August 1
5. * Number Talks with Kathy Richardson	Grades K-3	August 3-4
6. *Andrew Stadel: Estimation 180 Creating a Powerful Mathematical Toolkit	Grades 6-12	August 14-15

*Fee involved

Open Up Math Curriculum: Grades 6-8 OER

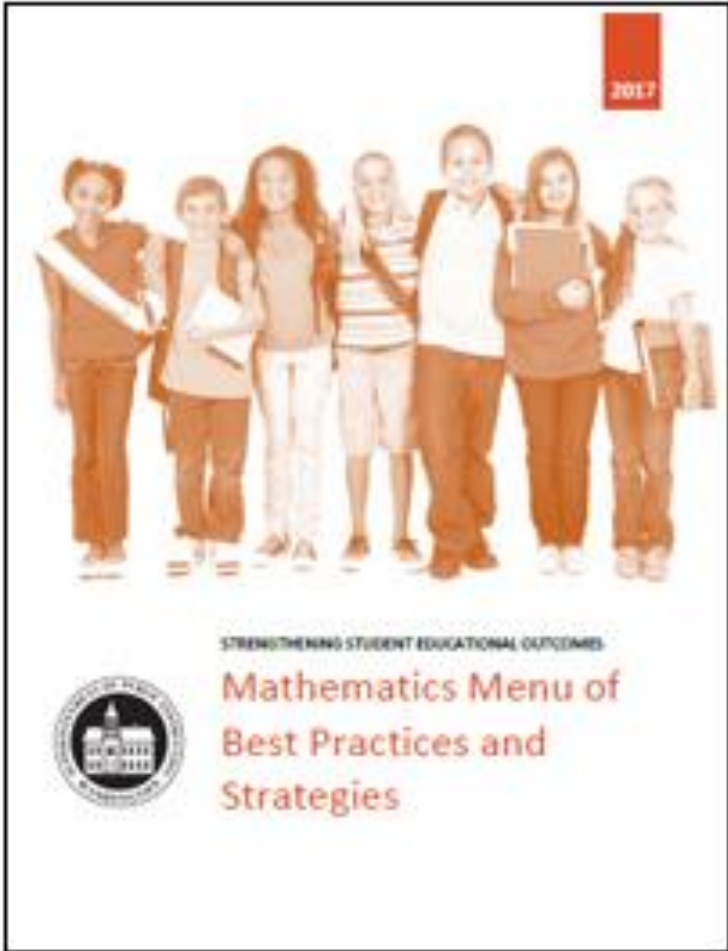
Train the Trainers Professional Learning 2017-2018 school year

July 26-28 in Wenatchee are the first 3 days

Followed up with 8 days of training through out the 2017-2018 school year

Illustrative Mathematics will release the curriculum before September of 2017



Menu of Best Practices




2017

STRENGTHENING STUDENT EDUCATIONAL OUTCOMES

Mathematics Menu of Best Practices and Strategies



Menus of Best Practices




Learning Assistance Program (LAP)

LAP offers services for K-12 students working below standard in English language arts (ELA) and mathematics. LAP services seek to increase student growth through research-based peer development and behavioral supports that address barriers to learning. These supports are collected in three subject-specific menus: English language arts, mathematics, and behavior. The goal is to increase academic growth during the student's enrollment in LAP services.

WSIPP Inventory of Evidence

The best practices and strategies included in these menus were informed by the Washington State Institute for Public Policy (WSIPP), Inventory of Evidence and Research-Based Practices. Washington's K-12 Learning Assistance Programs in this report, WSIPP identifies effective methods for improving student outcomes.




Multi-Tiered System of Supports

Multi-Tiered System of Supports (MTSS) is the framework to structure services for LAP students. This framework should include multiple levels of instruction, assessment, and intervention to support the needs of all students. A standard framework has three tiers, where all students receive Tier 1 instruction, and some students also receive Tier 2 and/or Tier 3 services and supports.

Content Philosophy

Each of the three menus are built to support students throughout their journey in the education system, with the end goal of creating students that are ready for college, career, and life. Two key components included in each menu are social-emotional learning competencies and adherence to the learner-centered standards. Social and emotional well-being is directly linked to cognitive and academic development in children. Learning outcomes in the menus are based on multiple measures of assessment to determine whether program-based college and career readiness.




Menu Entries

There are four broad categories of interventions in the menus. The first are student-centered strategies, which directly assist the student. Second are teacher and educator strategies, which prepare students to learn. Third are educator-focused strategies, which involve developing educator skills. Fourth are family and community strategies, which bring parents and communities into the learning process.

Implementation

It is critical to ensure that you have an easy-to-use implementation plan for students and teachers. Proper implementation plans can lead to more student outcomes. The implementation section can help districts to ensure service delivery goes according to plan in order to support outcomes.

To download the menus, visit k12.wa.us/WSIPP/Menu%20%20



Smarter Balanced News

New interim blocks are being developed for the 2017–18 school year. More information will be available during the summer months regarding which grade levels and content will be covered by these new interims.

Answer keys for the interim blocks and the ICA are being reviewed and will be posted either in summer or the first few months of the 2017–18 school year. Likely these will be included in TIDE in a similar way as the THSS hand-scoring materials, but those decisions haven't been finalized.

Bridge to College Mathematics

Bridge to College will continue for the 2017-18 school year. We have had a very successful program these past 2 years. Summer professional development will be provided for teachers new to teaching the course. If your school is still interested in offering the Bridge to College course, contact Katy Absten

katy.absten@k12.wa.us

The Bridge to College Mathematics Curriculum is an Open Educational Resource and available for High School Math teachers to download to use as a supplementary resource.

[LINK](#)

Bridge to College

<http://www.readywa.org/bridge-to-college.html>

Instructional Materials Adoption Toolkit and Workshop

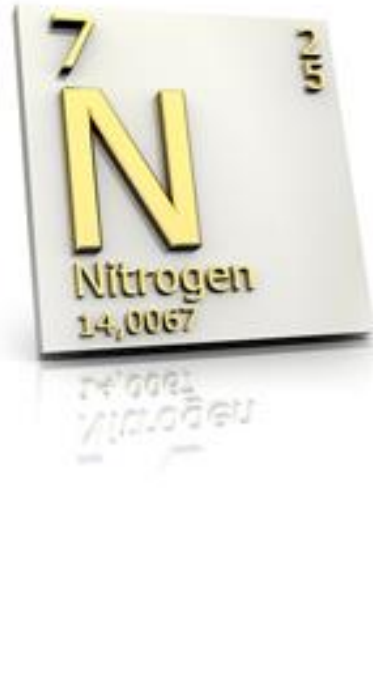
Vision

Bring together a cadre of mathematics leaders across the state to build their capacity to support districts in their mathematics instructional materials adoption process.

Audience

K-12 mathematics leaders from across the state. This can include curriculum or instructional materials directors, math teachers and coaches, technology specialists, and administrators

Dates: October 3-4, Wenatchee, WA – North Central ESD,
No cost except for travel



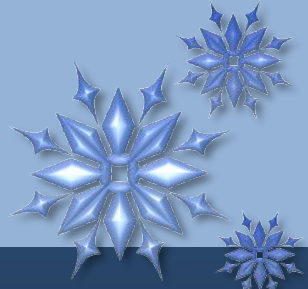








2017-18 SCIENCE FELLOWS



ORIENTATION AND KICK-OFF	STATEWIDE CONVENING	NWESD REGIONAL SCIENCE FELLOWS CONVENINGS		
<p>AUGUST 16 9 AM - 2 PM</p> <p>NWESD</p> <p>REQUIRED ORIENTATION FOR NEW FELLOWS</p> <p>OPTIONAL FOR RETURNING FELLOWS</p> 	<p>OCTOBER 19 - 20</p> <p>PASCO, WA</p> <p>MEETING 1 FOR <i>ALL</i> SCIENCE FELLOWS</p> <p>REGISTRATION INFORMATION COMING SOON</p> 	<p>DECEMBER 12TH 2017</p> <p>NWESD</p> <p>MEETING 2 FOR <i>ALL</i> SCIENCE FELLOWS</p> 	<p>FEBRUARY 27TH 2018</p> <p>NWESD</p> <p>MEETING 3 FOR <i>ALL</i> SCIENCE FELLOWS</p> 	<p>MAY 1ST 2018</p> <p>NWESD</p> <p>MEETING 4 FOR <i>ALL</i> SCIENCE FELLOWS</p> 

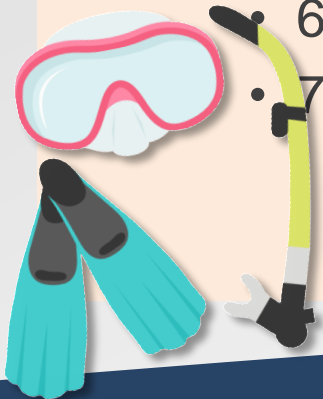
D E E E E F

D I V E

into **NGSS**

FORMAL ORIENTATIONS TO THE NGSS

- NGSS 101
 - AKA DEEP DIVE INTO NGSS
 - AWARENESS AND STRUCTURE
 - SUMMER DATES
 - 6/14
 - 6/20
 - 7/25



- NGSS 102
 - AKA DEEPER DIVE INTO NGSS
 - SHIFTING FOCUS
 - COMING 2017-18 SCHOOL YEAR
 - 11/07
 - 01/23
 - 03/13
 - 05/16



NGSS RESOURCES FOR PRINCIPAL LEARNING



NGSS RESOURCES FOR PRINCIPAL LEARNING

- AWSP ELEMENTARY SCIENCE VIDEO WORKSHOP
<https://goo.gl/c1fGiJ>
- ACHIEVE NGSS OVERVIEW FOR PRINCIPALS
<https://goo.gl/UCVjU3>
- STEM TEACHING TOOLS – INTRODUCING THE NGSS/ NRC FRAMEWORK VISION TO PRINCIPALS
<https://goo.gl/dKCvbC>

New Migrant Service Delivery Plan

The SDP committee recommended the following strategies for statewide implementation over the next three to five years to address migrant student needs and raise student achievement in the areas of ELA, mathematics, early childhood education, and graduation

The following slides are one of three goals per areas mentioned above. If interested in reading the Washington State Migrant Service Delivery Plan, please reach out to me so that I can send you a copy.

Service Delivery Plan: ELA Strategies and Measurable Program Outcomes

Strategy	MPO	Resources
1.1. Provide <u>regular term</u> academic support designed to help migrant students in grades K-12 meet or exceed WA State K-12 Learning Standards in ELA and ELP Standards using: a) research-based, evidence-based, or best practices and resources; b) services aligned to individual needs; and c) targeted interventions and strategies through small group, after school, and/or before school supplemental instruction.	1A. By the end of the 2017-18 school year, 50% of migrant students in grades K-8 who received <u>regular term supplemental reading instruction</u> will show a gain of at least one point or one level on pre/post district reading/ELA assessments.	<ul style="list-style-type: none">• After school staff• Professional development for paraprofessionals and teachers• Menu of best practices (ELA)• Technology support• Hardware and software

Service Delivery Plan: Mathematics Strategies and Measurable Program Outcomes

Strategy	MPO	Resources
<p>2.1. Provide <u>regular term</u> academic support designed to help migrant students in grades K-12 meet or exceed WA State K-12 Learning Standards in Mathematics through strategies such as:</p> <p>a) academic discourse for research-based mathematics instruction and language acquisition; b) growth mindset learning and strategies; and c) targeted interventions through small group, after school, and/or before school supplemental instruction.</p>	<p>2A. By the end of the 2017-18 school year, 50% of migrant students in grades K-8 who received <u>regular term supplemental math instruction</u> will show a gain of at least one point or one level on pre/post district math assessments.</p>	<ul style="list-style-type: none"> • After school staff • Professional development for paraprofessionals and teachers • Menu of best practices (math) • Technology support • Hardware and software • Mathematically Productive Instructional Routine Briefs • Growth Mindset Resources • Math Early Numeracy Pathway Manipulatives

Service Delivery Plan: School Readiness Strategies and Measurable Outcomes:

Strategy	MPO	Resources
3.1. Ensure early learning classrooms are culturally responsive by providing all teachers of migrant preschool through third grade students and preschool partners (Head Start, ECEAP, and community/faith-based schools) with opportunities for <u>school readiness and cultural awareness training</u>, including how school readiness and culture can influence each other (e.g., Migrant 101 with a focus on early learning).	3A. By the end of the 2018-19 program period, 85% of <u>district staff (PK-3)</u> who receive Migrant 101 training with an early learning focus will report on a training survey that they are better prepared to deliver services to migrant preschool-age students.	<ul style="list-style-type: none">• Staff training time• Training materials• Facilitator

Service Delivery Plan: High School Graduation Strategies and Measurable Outcomes:

Strategy	MPO	Resources
<p>4.1. Provide wrap around support for migrant secondary-age students with multi-tiered systems of support including</p> <p>a) credit retrieval and competency based high school credit options aligned to WA standards;</p> <p>b) dual credit and career technical education (CTE) applied credit options;</p> <p>c) academic support focused on individual needs (with on-going data review); and</p> <p>d) professional learning for all teachers on effective instructional strategies leading to advance in student learning (AVID, GLAD, SIOP, ELA, mathematics, Migrant Ed 101, Integrated Basic Education and Skills Training</p>	<p>4A. Upon completion of the 2017-18 performance period, 75% of migrant students enrolled in credit-bearing courses will obtain credit toward high school graduation.</p> <p>4B. By the end of the 2017-18 performance period, the percentage of migrant students in grades 9-12 receiving MEP instructional and/or support services will increase by 2% over the previous performance period.</p>	<ul style="list-style-type: none"> • Staffing • Mobile technology/Internet access • Necessary assessment fees • Staff time • PD time • Substitute time • Training for district coaches or facilitators

More updates to keep consider:

New changes to the Migrant Certificate of Eligibility (COE), please stay in touch for upcoming materials/trainings with explanations with the new updates. The COE is a document which determines if a child qualifies for the migrant education program.

Summer School Migrant Education: EIE Training, June 13th at NWESD189

This training is an option for school districts who are providing migrant summer school program and are in need of guidance support with implementing Elementary Is Engineering in their summer program.

Accountability

Academic Indicators

School Quality or Student Success

Elementary

Proficiency

Growth

English Learner
Progress

Chronic Absenteeism

Middle
School

Proficiency

Growth

English Learner
Progress

Chronic Absenteeism

High
School

Proficiency

Graduation Rate

English Learner
Progress

Chronic Absenteeism

9th Graders on Track

Advanced Course-Taking (dual credit)



Cooperatives:

Science Materials
ELL
Highly Capable
BEST

We are still looking for a few good teachers....

What: NWESD SMC Storylines for 3rd-5th grade Science
ONE TEACHER PER GRADE FROM EACH SMC DISTRICT
\$150 stipend available per teacher

When: Monday, June 26, 2017 9:00 a.m. – 3:30 p.m. LUNCH PROVIDED

Where: Cap Sante Room, NWESD, Anacortes

Pre-requisite: Experience with WSSLS/NGSS or NWESD Deep Dive into NGSS
Two Deep Dive Sessions available between now and June 26
June 14 and June 20 (register online)

Contact: Joanne Johnson with three teachers names NOW!



BEST

**Beginning Educator
Support Team**

June 28-29 Summer Institute



Regional Reports:
Mike Olsen-CARC
KC Knudsen-Deep Learning Cluster

TAKE A BREAK



District Needs for 2017-18



Chalk Talk

Think for a few minutes, and use the 3 x 3 post-its to write your thoughts.

How can the ESD support your district in the 2017-18 school year....

To help foster educator effectiveness.

To help prepare our students for college, career and citizenship.

To provide quality services to meet regional needs



After writing your ideas on 3 x 3 post-its, stand up and find another person and trade one idea or post-it.

Find another person to trade your next idea with, and so on.

Do this until you have traded all of your ideas.

Return to your table

At your table, share the traded post its with your team.

Sort by topics or themes.

Once you have developed the themes, take those post-its to a chart paper on the wall.



Summer break?



Close the meeting

Evaluation