



**Wenatchee School District No. 246**  
**Wenatchee, Washington**  
**Minutes of October 25<sup>th</sup>, 2010**  
**Board Review Workshop Forum**  
**6-8 p.m. District Office**

**Board**

Walter Newman, President  
Kevin Gilbert, Vice President  
Jesús Hernández  
Laura Jaecks  
Gary Callison

**Staff**

Brian Flones, Superintendent  
Cabinet Members

The workshop was opened by Superintendent Flones for open forum at 6 p.m.

The WSD Elementary Principals provided the following materials for the board to review prior to the meeting.

**Content Area: Reading**                      **Date: October 2010**                      **School: Lincoln**

**Goal:**  
The total READING achievement score will be increased by 10% for 3<sup>rd</sup> grade students as measured by the MSP. [2009 WASL score: 41% • 2010 MSP goal: 51%]  
The total READING achievement score will be increased by 10% for 4<sup>th</sup> grade students as measured by the MSP. [2009 WASL score: 50.7% • 2010 MSP goal: 61%]  
The total READING achievement score will be increased by 10% for 5<sup>th</sup> grade students as measured by the MSP. [2009 WASL score: 51.2% • 2010 MSP goal: 61%]

**Strategy/ies:**

- Continuing work on grade-level and building-wide intervention systems to support all students. Goal is to decrease the amount of “catching up” needed from year to year.
- Implementation of “Failure Free Reading” program for lowest percentile of identified Special Education students (as supported from the district Special Education department). Possible use of program for other focus groups of students throughout the year.
- Implementation of “Imagine Learning” to support the language/literacy needs of identified Gr. 4 & 5 LED students as a Tier 3 Intervention.
- Continuing to use the Daily Five and Comprehension Tool Kit programs.
- As part of new bilingual model, Grade 3 students are now assigned to classrooms according to language dominance (matching the current K-2 building model) to help ELL students better transition into English. This will provide more time and support to take on the English language.
- Continue to introduce more English (phonics) to Grade 2 bilingual students already ready for transition starting at the beginning of the year.
- Develop Reading formative common assessments to match the format of the new state reading test. This will give students time to practice the format of the new test.

**2010 MSP Results:**

- Grade 3: 40.7% (.3% decline from 2009 WASL results)
- Grade 4: 38.6% (12.1% decline from 2009 WASL results)
- Grade 5: 47.2% (4% decline from 2009 WASL results)

**Explanation of Results:**

- Reading MSP testing schedule impacted many student’s performance (same amount of testing as previous years, but all sections required in one day). Too much for one day.
- Math was a building & grade-level collaboration priority throughout the 2009-10 school year.
- Failure Free Reading was shown to support those identified special education students with learning disabilities and meet AYP (without safe harbor) in the special education cell.
- Imagine Learning was shown to support Reading improvement. In a case study of 4 students, the average gain was \_\_\_ DRA reading levels.
- Growth in the number of Level 2 students at Grade: 49% of students scored at a level 2 in 2010. This is 10% more students at an assessment Level 2 than in 2009.
- While there was a 12.1% decline in overall Grade 4 Reading score, in a cohort analysis the Grade 4 student’s score decline was less significant with a 2.4% decrease (Grade 3 cohort score: 41.0%...Grade 4 cohort score: 38.6%).

**Content Area: Reading** (continued)                      **School: Lincoln**

**Strategies/Action Steps 2010-11:**

- Reading will be a second priority focus at the building-level. More collaboration time will be allotted for work around Reading instruction and improving results.
- Implementation of differentiated guided Reading groups is required in all K-5 classrooms as a part of our core Tier 1 instructional program.
- Continue working on developing Reading formative common assessments to match the format of the MSP state reading test and grade-level power standards to determine work areas at all grade-levels.
- Use of the DataDirector to support more in-depth and frequent analysis of student work for making decisions for instruction (including intervention).
- Continuing work on grade-level and building-wide intervention systems to support all students. To include more intensive Tier 3 support for the most needy students by Intervention Specialists, following assigned Tier 3 intervention times.
- Continue the implementation of “Failure Free Reading” and begin implementation of SPIRE as Tier 3 Intervention for identified Special Education students.
- Continue and expand use of Imagine Learning to support the language development as Tier 3 Intervention for identified ELD students.
- Try out the use of computer based Rosetta Stone (learning English version) for students struggling with the transition from Spanish to English (including any newcomers in the upper elementary grades) as a Tier 2 approach.
- Creating/implementing a plan for analyzing both grade level and school-wide data for any needed changes or corrections to building plans or approaches.

**Content Area: Math**                      **School: Lincoln**

**Goal:**  
The total MATH achievement score will be increased by 10% for 3<sup>rd</sup> grade students as measured by the MSP. [2009 WASL score: 42.2% • 2010 MSP goal: 52%]  
The total MATH achievement score will be increased by 10% for 4<sup>th</sup> grade students as measured by the MSP. [2009 WASL score: 14.5% • 2009 MSP goal: 25%]  
The total MATH achievement score will be increased by 10% for 5<sup>th</sup> grade students as measured by the MSP. [2009 WASL score: 47.6% • 2009 MSP goal: 58%]

**Strategy/ies:**

- Math is a top priority focus for all grade levels, including use of collaboration time.
- Focus in Math will include work with new district pacing calendar, district benchmark assessments, teacher-created common formative assessments, common instructional strategies, and intervention planning for all students.

- Continuing work on grade-level and building-wide intervention systems to support all students. Goal is to decrease the amount of “catching up” needed from year to year.
- Developing and implementing daily learning targets and language objective through the math priority focus to strengthen core instruction and support ELL learners language development.
- Develop Math formative common assessments to match the format of the new state Math test. This will give students time to practice the format of the new test.
- As grade-level teams, continue to refine and implement a plan for focusing on basic Math Facts that is aligned with new state Math standards.
- Instructional Coach priority focus is on Grade 3 & 4 teachers (collaboration time focus).
- Grade 3 students exchanged/integrated between classrooms to support ELL students transitioning into English (supporting English Math vocabulary development) as a component of new bilingual building plan.
- Common Math time established by Grade 4 teachers to provide opportunities for shared intervention/enrichment to better support those students that need extra time and support or enrichment opportunities.
- Tutoring provided before, during lunch or after school by all Grade 4 teachers for students needing the greatest support/help in all content areas.

**2010 MSP Results:**

- Grade 3: 53.8% (11.6% increase from 2009 WASL results)
- Grade 4: 33.7% (19.2% increase from 2009 WASL results)
- Grade 5: 16.7% (31.2% decline from 2009 WASL results)

**Explanation of Results:**

- Lincoln met all AYP cells in Math, through a decrease in the number of students not meeting standard from the previous year’s WASL results (safe harbor).
- Focus on Math as a building-wide top priority for collaboration and other initiative work (i.e. grade-level intervention, daily learning targets & language objectives, common formative assessments, basic facts work) supported growth overall.
- A combination of Grade 3 students being exchanged/integrated for Math and one-day-a-week Math intervention could have led to growth in Grade 3 results.
- Grade 4 common Math time and use of intervention/extension as well as tutoring during the day.
- While a significant decrease in Grade 5 overall Math score, in a cohort analysis the Grade 5 student’s scores increased from 14.5% (Grade 4 cohort score) to 16.7% (Grade 5 cohort score). A very needy (emotionally, behaviorally, academically) cohort of students.
- Heavy number of test question on any one specific Math strands make preparation challenging.

**Content Area: Math** (continued)

**School: Lincoln**

**Strategies/Action Steps 2010-11:**

- Math continues to be a top priority focus for all grade levels, including use of collaboration time.
- Focus in Math will include work with new rolled-out district pacing calendar, district benchmark assessments, teacher-created common formative assessments, common instructional strategies, and intervention planning for all students.
- Continuing work on grade-level and building-wide intervention systems to support all students.
- Developing and implementing daily learning targets and language objective through the math priority focus to strengthen core instruction and support ELD language development.
- Continue to develop and implement Math formative common assessments to match the format of the new state Math test. This will give students time to practice the format of the new test.
- Use of the DataDirector to support more in-depth and frequent analysis of student work for making decisions for Tier 1 instruction and intervention.
- As grade-level teams, continue to refine and implement a plan for focusing on basic Math Facts that is aligned with new state Math standards.
- Continue Grade 3 students exchanged/integrated between classrooms to support ELL students transitioning into English (supporting English Math vocabulary development).
- Creating/implementing a plan for analyzing both grade level and school-wide data for any needed changes or corrections to building plans or approaches.

**Content Area: Writing**

**School: Lincoln**

**Goal:**

The total WRITING achievement score will be increased by 40% for 4th grade students as measured by the MSP. [2009 WASL score: 8.7% • 2009 MSP goal: 48.7%]

**Strategy/ies:**

- Implement grade-level planning strategies expectations developed during 2008-09 school year to support improved organization of Writing topics and ideas.
- Continue the use of the Lucy Calkins’ Units of Study writing resources to support the instruction and learning of the expected Writing skills.
- Specific to Grade 4 classrooms: Collaborate with other schools in district to help with improvement in Writing; continue use of OSPI Writing modules (including elaboration lessons); use of daily journal writing to improve stamina needed for state Writing assessment; writing integrated into both Science and Social Studies content expectations (including elaboration focus); focus on conventions in all literacy work.
- Continue implementation of the recently adopted K-5 phonics/Spelling/handwriting program to support improved Writing conventions.

**2010 MSP Results:** 4<sup>th</sup> Grade: 36.1% (27.4% increase from 2009 WASL results)

**Explanation of Results:**

- Grade 4 emphasis and integration of Writing skills and processes into other content areas and supported overall growth.
- Grade 4 pacing calendar implemented to guide instruction and assessment around tested Writing concepts/skills and genres.
- Building-wide implementation of adopted K-5 phonics/Spelling/handwriting program promoted Writing growth through support of improving Conventions. (33.3% growth in meeting the Writing conventions strand standard...33.3% in 2009 and 64.6% in 2010).
- Implementation of aligned building-wide planning strategies at each grade-level supported growth.

**Strategies/Action Steps 2010-11:**

- Try out a new K-5 Writing curriculum that aligns with district philosophy and is easier to implement for teachers. Goal is to bring consistency of Writing instruction and assessment building-wide.
- Develop/implement grade-level common formative and summative assessments to inform teachers about instructional decisions, student growth towards grade-level standards and needed intervention.
- Continue implementation of the recently adopted K-5 phonics/Spelling/handwriting program to support improved Writing conventions.

**Content Area: Reading:**

**School: Columbia**

**Goal:**

Combined reading scores for 3rd, 4th, and 5th grade M.S.P. results will reach 76.1% on the 2009-10 test with a focus on Hispanic and Bilingual students grades 3-4-5.

**Strategy/ies:**

1. We will focus on integrating the analysis of non-fiction text across content areas.
2. Columbia Elementary School will use common resources at grade level with emphasis on active reading strategies. This strategy will be based on State reading targets following the district reading blue print.
3. Utilize the district ELL/ESL professional development.
4. Implement District non-negotiable in writing to increase student ability to communicate effectively.

**Results:** 3<sup>rd</sup> 54.3  
4<sup>th</sup> 44.4  
5<sup>th</sup> 27.8

**Explanation of Results:** We went down in all grade bands. 3<sup>rd</sup> had a .1 drop, 4<sup>th</sup> a 16.2, 5<sup>th</sup> a 24.4 drop. I believe that the test was flawed at the state level due to the time constraints.

**Strategies/Action Steps 09-10:** Going back to “walk-to-read” and an emphasis on reading in Intervention and after-school. If a child cannot read they do not do well in any other subject as all content areas revolve around reading.

**Content Area: Math:**

**Goal:**

The number of students meeting standards in math will increase to 61% as evidenced on the

2009-10 M.S.P. (raw score combination grades 3-4-5)

**Strategy/ies:**

1. K-5 will follow Bridges. K-5 will continue with Number Corner and Washington math supplement
2. Intervention available during end of day scheduled time K-5

**Results:** 3<sup>rd</sup> grade 42.9  
4<sup>th</sup> 30.6  
5<sup>th</sup> 16.7

**Explanation of Results:** We experienced an increase of 1.1 in 3<sup>rd</sup>, 11.7 point drop in 4<sup>th</sup> and 26.8 in 5<sup>th</sup> (All cell).

Again, I believe that the test validity has a great deal to do with the overall results (school, district, and state).

Columbia put a great deal of emphasis on math last year, focusing intervention time on math as well.

Due to the overall scores it is next to impossible to tell how much the test had to do with this and how much curriculum and instruction did.

**Strategies/Action Steps 09-10:** Columbia will continue to work on math skills with a focus on basic facts.

**Content Area: Writing:**

**Goal:**

The number of students in fourth grade meeting standards in writing will increase to 50% as evidenced on the

2009-2010 M.S.P.

**Strategy/ies:**

1. Focus on conventions-emphasis on spelling.
2. Teachers model writing for narrative and expository writing K-5.
3. Intentional focus on non-negotiables.
4. Use writing workshop as a model
5. K-5 Science journaling
6. Continued implementation of Zaner-Bloser spelling program

Results: 4th grade 37.5

**Explanation of Results:** 2.5 point drop from 2008/09

Emphasis was on math and also if you look at our reading scores there is a direct correlation reading and writing.

**Strategies/Action Steps 09-10:** Continue to work on writing skills and non-negotiable in class (what is expected i.e., name on paper, spacing, etc)

**Reading**

**Lewis and Clark**

**Goal:**

The number of students meeting standard in grades 3-5 on the MSP will exceed 61.7% by 5% by improving their reading comprehension during the year as measured by our level test.

**Strategy/ies:**

Incorporate comprehension, interpretation and analysis, of informational text into classroom instruction. Continue to track our Migrant, Bilingual, Hispanic and Low Income cells for school improvement using the Data Director system.

1. Teach basic skills and strategies to read following the classroom management program of Daily Five and CAFÉ.
2. Teach active reading strategies for analysis and comprehension of informational text with the help of the four documents: MSP Reading Strands and Learning Targets, Fourth Grade MSP Reading Informational Questions, Active Thinking Strategies for Informational Text And the comprehension toolkit in grades 3-5
3. Provide time for horizontal and vertical teaming to develop common understanding of grade level targets for teaching comprehension of Informational Text and Reading Fluency.
4. Identify, research, evaluate, and implement assessments to measure student achievement in analysis and comprehension of Informational Text. Results will drive the instruction.
5. Follow instructional calendar (Reading Blueprint) for teaching of analysis and comprehension of Informational Text.
6. Provide staff development on the skill of comprehension of Informational Text and Fluency.
7. After school Reading Academy.

**Results:**

Our MSP scores in reading:

3<sup>rd</sup> grade up by 5.3 %

4<sup>th</sup> grade down by 12.1%

5<sup>th</sup> grade down by 13.6%

**Explanation of Results:**

Our MSP scores in reading went down in grades 3-5. We targeted the students with two sessions of Reading Academy, but not every student targeted attended. The reading instruction was integrated into science and social studies units, which emphasized informational text. However, we did not get expected MPS results. We also spent some time teaching specific MSP test taking skills. We needed more vertical teaming to plan better to target the right specific aspects of the reading in the previous grade levels.

**Strategies/Action Steps 10-11:**

We will implement a new intervention schedule where our intervention specialists will help every grade level including kindergarten for 35 minutes a day. We will prioritize reading intervention in grades K-2. We will also provide intervention in reading in grades 3-5. We will continue integrating other subjects as math, social studies and science more intentionally into reading.

Teachers will collaborate vertically during our assemblies' time.

**Content Area: Math: School: Lewis and Clark**

**Goal:**

The number of students that meet or exceed standard on the Math portion of the MSP will increase by 10 % from the previous year. The number of students meeting standard on the Grade 3-5 classroom based assessment and MSP will exceed 39.1%.

**Strategy/ies:**

All teachers will continue to access district and building mathematic training, horizontal and vertical collaboration and individual planning. Hispanic, Bilingual, and Low Income cells will be targeted for interventions.

1. Work closely with the Math Alliance group to start the transition into the new Power Standard.
2. Attend all Wenatchee School District Mathematic In-Service trainings according to the district schedule.
3. Continue daily blocks of time for horizontal grade level planning and build in vertical planning/collaboration using LID mornings. An emphasis will be placed on using released WASL mathematic items from the OSPI website, then discussing these during collaboration times.
4. Grade level teaming with focus on number sense with emphasis on basic facts.
5. Data folders for each student

**Results:**

Our MSP scores in math:

3<sup>rd</sup> grade, down by 17.1%

4<sup>th</sup> grade down by 17.1%

5<sup>th</sup> grade down by 13.3%

**Explanation of Results:**

We failed to provide enough opportunities to collaborate vertically. Number sense continued to be a challenge. We did not put enough planning and emphasis on it. Our intervention model and program was new last year. The new format of the MSP was challenging for our students. We did not spend enough time practicing with MSP question stems.

**Strategies/Action Steps 10-11:**

- \* Our primary focus for collaboration will continue being math.
- \* Teachers will have opportunities to plan vertically throughout the year.
- \* Our new intervention schedule will help us to provide more help in math with our intervention specialists.
- \* Our teachers will continue taking advantage of the math trainings offer by the Wenatchee School District.
- \* Our math cadre team will present their new understandings from their trainings to the whole staff during staff meetings.
- \* We will monitor our students' data more often using the Data Director system and we will use it to adjust our teaching to meet the needs of our students.

**Content Area: Writing: School: Lewis and Clark**

**Goal:** The number of students that meet or exceed the Content Organization Style component of the 4<sup>th</sup> grade MSP will increase by 10% from the previous year. The number of students meeting standard on writing portion of the MSP will exceed 47.2%.

**Strategy/ies:** Incorporate 4 Square Pre Writing Strategies into the teaching of expository writing.

1. Vertical teaming to coordinate the teaching of writing convention across K-5.
  2. Administer Grade Level Writing Assessments
    - \* Grade level scoring consistency, collaboration and sharing of successes will be fostered
    - \* Time will be provided for random selection of writing pieces to be reviewed and scored by grade level teams
  3. We will continue with the Non-negotiables for writing in every grade level.
  4. We will continue working and implementing what we know with the Notebook Know-How.

**Results**

Our MSP scores:

4<sup>th</sup> grade, down by 18.9%

**Explanation of Results:**

We failed to have enough time for vertical collaboration across grade level teams. Although writing was fully integrated with other academic subjects, the MSP results do not show it. We also spent some time teaching specific MSP test taking skills, but obviously it was not enough. One of our focus in writing was conventions and the non-negotiables in every grade level the results do not show it either.

**Strategies/Action Steps 10 -11:**

- Vertical collaboration planning will continue across grade levels.
- We will continue focusing on conventions and the non-negotiables in every grade level.
- We will focus the use of the daily learning targets and language objectives in writing.
- We will use the Lucy Caulkins units of study intentionally.
- We will continue implementing the district's adopted spelling program and the OSPI module on the pre writing.

**Content Area: Reading School: Mission View**

**Goal:**

The total READING achievement score will be increased to meet OSPI standards for 3<sup>rd</sup> grade students as measured by the MSP.

• 2009 WASL: **66%** ∑ 2010 MSP Goal: **76%** ∑ 2010 MSP: **50% Did Not Meet**

The total READING achievement score will be increased to meet OSPI standards for 4<sup>th</sup> grade students as measured by the MSP.

• 2009 WASL: **69%** ∑ 2010 MSP Goal: **76%** ∑ 2010 MSP: **56% Did Not Meet**

The total READING achievement score will be increased to meet OSPI standards for 5<sup>th</sup> grade students as measured by the MSP.

• 2009 WASL **72%** ∑ 2010 MSP Goal: **76%** ∑ 2010 MSP: **59% Did Not Meet**

**Strategies**

Incorporate comprehension and analysis of Informational Text into classroom instruction. Continue to track our Migrant, Bilingual, Hispanic cells for school improvement using Data Director. Provide time for horizontal and vertical teaming to develop common understanding of grade level targets for teaching comprehension of Information Text. Identify, research, evaluate, and implement assessments to measure student achievement in analysis and comprehension of Informational Text. Results will drive the instruction.

**Results: AYP Cells**

Grade 3 Reading	All	Hispanic White	ELL	LI
2006-2007	52%	38%	75%	43%
2007-2008	74%	77%		73%
2008-2009	64%	65%		64%
2009-02010	50%	42%		46%

<b>Grade 4 Reading</b>	<b>All</b>	<b>Hispanic White</b>	<b>ELL</b>	<b>LI</b>
2006-2007	68%	61%	74%	57%
2007-2008	48%	40%		43%
2008-2009	69%	63%		65%
2009-2010	56%	50%		56%
<b>Grade 5 Reading</b>	<b>All</b>	<b>Hispanic White</b>	<b>ELL</b>	<b>LI</b>
2006-2007	64%	49%	78%	57%
2007-2008	67%	59%		58%
2008-2009	73%	65%		70%
2009-2010	59%	56%		56%

**Explanation of Results:**

Scores in reading went down in all areas, which is very atypical for Mission View. We are accustomed to improvements especially if you follow the cohort data. Factors that may have contributed: More of a focus on Math instruction with all observations and DLT work in math. Need for more of a comprehension reading program in grades 3-5.

**Strategies/Action Steps 10-11:**

Mission View has revamped our tier two model of interventions. This year, Mission View is trying a totally different approach to Tier two interventions that we have been learning about after attending the Response To Intervention workshops which 90% of the staff. We will be having 4.5 hours per week of Tier two interventions during the school day, with each grade level having their own Tier two block of time. All observations will be of reading instruction this year to keep the focus on reading instruction as well as math. Additionally we will be using Data Director to guide our collaboration times, which in turn has a positive impact on the instruction in the classroom. Additionally, we have started a workshop for parents "Strengthening Families", to help our families solidify their parenting skills. The first session was Spanish only, and now there is interest to present an English session.

**Content Area: Math:**

**School: Mission View**

**Goal:**

The total MATH achievement score will be increased to meet OSPI standards for 3<sup>rd</sup> grade students as measured by the WASL.

• 2009 WASL: **66%** Σ 2010 MSP goal: **65%** Σ 2010 MSP: **34% Did Not Meet**

The total MATH achievement score will be increased to meet OSPI standards for 4<sup>th</sup> grade students as measured by the WASL.

• 2009 WASL **36%** Σ 2010 MSP goal: **65%** Σ 2010 MSP: **42% Did Not Meet**

The total MATH achievement score will be increased to meet OSPI standards for 5<sup>th</sup> grade students as measured by the WASL.

• 2009 WASL: **54%** Σ 2010 MSP goal: **65%** Σ **2010 MSP: 48% Did Not Meet**

**Strategies and Action Steps**

All teachers will continue to access district and building mathematic training, horizontal and vertical collaboration and individual planning. Teachers will provide practice in journal writing and the use of mathematic tools and manipulatives. Hispanic, Low Income cells will be targeted for accommodations. Continue daily blocks of time for horizontal grade level planning and build in vertical planning/collaboration using LID mornings. An emphasis will be placed on Daily Learning Targets and Learning Objectives. Additionally, staff is looking at using our Administrative Match money to hire a paraprofessional for two hours per day to help our struggling students that the collaborative teacher teams have identified.

**Results: AYP Cells**

<b>Grade 3 Math</b>	<b>All</b>	<b>Hispanic White</b>	<b>ELL</b>	<b>LI</b>
2006-2007	62%	53%	75%	56%
2007-2008	56%	45%		51%
2008-2009	65%	65%		67%
2009-02010	34%	29%		29%
<b>Grade 4 Math</b>	<b>All</b>	<b>Hispanic White</b>	<b>ELL</b>	<b>LI</b>
2006-2007	50%	33%	67%	35%
2007-2008	56%	47%		49%
2008-2009	35%	40%		37%
2009-2010	43%	36%		42%
<b>Grade 5 Math</b>	<b>All</b>	<b>Hispanic White</b>	<b>ELL</b>	<b>LI</b>
2006-2007	53%	41%	67%	46%
2007-2008	71%	56%		63%
2008-2009	55%	43%		48%
2009-2010	51%	49%		48%

**Explanation of Results:** If you break down the Co-hort strands you can we tell did improve from Grade 4 to Grade 5 in All, Hispanic and Low Income! The Grade 3 to Grade 4 data went down in the same three areas. This is quite disturbing because we put all our emphasis this year on Math instruction and strategies. This years' third grade has been our bubble since Kindergarten. This class has had high class numbers all throughout their schooling.

**Strategies/Action Steps 10-11:**

Mission View has revamped our tier two model of interventions. This year, Mission View is trying a totally different approach to Tier two interventions that we have been learning about after attending the Response To Intervention workshops which 90% of the staff. We will be having 4.5 hours per week of Tier two interventions during the school day, with each grade level having their own Tier two block of time. All observations will be of reading instruction this year to keep the focus on reading instruction as well as math. Additionally we will be using Data Director to guide our collaboration times, which in turn has a positive impact on the instruction in the classroom. Additionally, we have started a workshop for parents "Strengthening Families", to help our families solidify their parenting skills. The first session was Spanish only, and now there is interest to present an English session.

**Content Area: Writing:**

**School: Mission View**

**Goal:**

The total WRITING achievement score will be increased by 20% for 4<sup>th</sup> grade students as measured by the WASL.

• 2009 WASL: **28%** Σ 2010 MSP goal: **44%** Σ 2010 MSP: **25% Did Not Meet**

**Strategies**

Continue with the Lucy Calkins (Grades 1-5) and Kid Writing (Kindergarten) To teach the genre of prompt writing, 4-Square Pre-Writing strategies are used to help with organization of expository writing. We hope that by incorporating writing into all content areas, students will be more comfortable with their writing of 5 paragraph pieces of work.

**Results:**

**Writing WASL/MSP Trend Data**

- 2009 25%
- 2008 28%
- 2007 25%
- 2006 33%

**Explanation of Results:** We continually struggle to get our students to have pride in their writing and work their writing through the whole writing process. We really don't see where we have closed the achievement gap in Writing. Again, 4<sup>th</sup> grade has been our most heavily populated grade level. Writing has not been an area of focus as a lot of attention has gone to math and reading.

**Strategies/Action Steps 10-11:**

Mission View has revamped our tier two model of interventions. This year, Mission View is trying a totally different approach to Tier two interventions that we have been learning about after attending the Response To Intervention workshops which 90% of the staff. We will be having 4.5 hours per week of Tier two interventions during the school day, with each grade level having their own Tier two block of time. All observations will be of reading instruction this year to keep the focus on reading instruction as well as math. Additionally we will be using Data Director to guide our collaboration times, which in turn has a positive impact on the instruction in the classroom. Additionally, we have started a workshop for parents "Strengthening Families", to help our families solidify their parenting skills. The first session was Spanish only, and now there is interest to present an English session. Furthermore, after proctoring the Writing MSP over the years, I see a great need to expose our students to the same format of writing that has to occur for the MSP. This exposure would include having a prompt that the students would work on all day and taking these prompts through the stages of writing (pre-write/organization, drafting, editing, revising, and publishing).

**Content Area: Reading: School: John Newbery**

**Goal:**  
The total READING achievement score will be increased by 10% for 3<sup>rd</sup> grade students as measured by the MSP. (2008 WASL score: 75.8%\*2009 MSP score: 63.5%).  
The total READING achievement score will be increased by 10% for 4<sup>th</sup> grade students as measured by the MSP. (2008 WASL score: 70.7%\*2009 MSP score: 61.1%).

The total READING achievement score will be increased by 10% for 5<sup>th</sup> grade students as measured by the MSP. (2008 WASL score: 72.9%\*2009 MSP score: 64.4%).

**Strategy/ies:**

Staff will use ELL strategies, active and critical-thinking strategies along with vocabulary building strategies to improve reading comprehension

**Explanation of Results:**

Testing format has changed.

**Strategies/Action Steps 09-10:**

1. Professional development may be provided after school, during staff meetings and on LID days.
2. Each team leader will review data and grade level plan with grade level teachers on a monthly basis.
3. Review data and CIPP Building Plan with team leaders on a monthly basis at LIT meeting.
4. Staff will assist students in transferring strategies across curriculum.

**Content Area: Math: School: John Newbery**

**Goal:**  
The total MATH achievement score will be increased by 10% for 3<sup>rd</sup> grade students as measured by the MSP. (2008 WASL 70.3% \*2009 47.9%).  
The total MATH achievement score will be increased by 10% for 4<sup>th</sup> grade students as measured by the MSP. (2008 WASL 52.4% \*2009 MSP score: 38.9%).  
The total MATH achievement score will be increased by 10% for 5<sup>th</sup> grade students as measured by the MSP. (2008 WASL 72.5% \*2009 MSP score: 51.8%).

**Strategy/ies:**

K-5: Staff continues to implement Number Corner and the Bridges math curriculum to teach and access the state math grade level performance expectations. Bridges supplements will be incorporated into all units. Staff will incorporate and develop iTime for each grade level based on the four PLC questions. Use of Daily Learning Targets and Language Objectives based on already established standards.

**Explanation of Results:**

Testing format has changed.

**Strategies/Action Steps 09-10:**

1. Attend Professional Development provided by District.
2. Grade Level teams will collaborate to write formative assessments.
3. Grade level teams will collaborate to write DLT/LO based on performance expectations.
4. Follow math pacing guide (newly developed).
5. Continue implementation of iTime for intervention/enrichment.

Review data and CIPP on a monthly basis during LIT and or collaboration time

**Content Area: Writing: School: John Newbery**

**Goal:**  
The total WRITING achievement score will be increased by 10% for 4<sup>th</sup> grade students as measured by the MSP (2008 WASL score 51.2%, 2009 MSP 51.1% 2010 MSP 61.1%).

**Strategy/ies:**

K-5: Staff is implementing the district writing assessment system. Staff will be using a variety of materials as support material in the writing process and continue to assess to see if students continue to grow on district assessments.

**Explanation of Results:**

Testing format has changed.

**Strategies/Action Steps 09-10:**

1. Hold students responsible for non-negotiables and grade level spelling words.
2. Review writing as a team at regular intervals and use assessment system in place to evaluate and plan next teaching points.
3. Use common plan for writing/common language.
4. Monthly feedback on student writing.
5. Using a pacing guide per grade level to plan year.
6. Score difficult papers together.

Give District Based Assessments.

**Content Area: Reading: School: Sunnyslope Elementary**

**Goal:**  
90% of students in grades 3-5 will achieve at or above the grade level standard as measured by the spring 2010 MSP.  
90% of all students in grades K-5 will achieve at or above the grade level expectation as measured on the spring DRA (K-2) & spring Levels Test (3-5). **90% of students in grades K-5 will meet grade level reading expectations measured on District Benchmark Assessments in spring of 2010.**

**Strategy/ies:**

1. Implement reading district benchmark assessments to determine student skills/needs monitor student growth and focus instruction at all grade levels based on student data.
2. Implement the district adopted reading curriculum and additional resources to support learning improvement for all students. (SAILS/Spelling Connections/Day Books/Reading Comprehension Toolkit)
3. Consistent team collaboration to review/score student work, to create common formative assessments, set short term /SMART goals, share best practices, and plan for interventions/extensions (Tier 2 ).
4. Provide individual or small group instruction and practice within the classroom (Tier 1) based on student strengths and needs.
5. Provide instruction and practice in LID, phonemic awareness, phonics, sight words, reading strategies, fluency, comprehension skills and thinking strategies through guided, shared and independent activities.
6. Review the effectiveness of the CIPP/SMART goals at least once per trimester and revise as needed.

**Results:**

Comparison (+/-) of 2009 WASL with 2010 MSP: 3<sup>rd</sup> Grade +18%  
4<sup>th</sup> Grade +7%

**Explanation of Results:**

- Concerned with your 5<sup>th</sup> grade reading scores, but when we look at longitudinal data they perform at the same level in 3<sup>rd</sup> and 4<sup>th</sup> grade.
- Believe that the new testing format negatively impact student performance. This would include the overall length and multiple choice format (less chance to show knowledge).
- Very pleased with both our 3<sup>rd</sup> and 4<sup>th</sup> grade reading scores (out performed both district and state in all reading Strand Targets).
- Limited reading interventions for grades 3-5.

**Strategies/Action Steps 2010-11:**

- Make Literacy a priority at grades K-2
- Schedule Literacy Interventionist (.5 FTE) during the afternoon block. Prevents conflict with literacy core instruction and allows additional time for students not yet at standard.
- Improve our tracking/documentation of instructional interventions.
- Fundraise (PTSA) additional dollars (\$8,000) to enhance interventions/double para professional support during intervention blocks (K-3).
- Focused collaboration – Core Instruction/Student Data/SMART Goals/Intensity of Interventions/Timely monitoring of student success and modify intervention based on progress.
- Utilizing Imagine Learning (ELL students) & Failure Free Reading (Special Education).
- Parent support during intervention blocks.
- Focus on keyboarding skills in preparation for computerized assessments.

**Content Area: Math: School: Sunnyslope Elementary**

**Goal:**  
90% of students in grades 3-5 will achieve at or above the grade level standard as measured by the spring 2010 MSP. **90% of students in grades K-5 will meet grade level math expectations as measured on District Benchmark Assessments in spring of 2010.**

**Strategy/ies:**

1. Implement with integrity the district adopted MATH Bridges and Number Corner curriculum and resources to support learning improvement for all students.
  - Responsibility: grade level teams
  - Timeline: ongoing throughout the year
2. Implement MATH district benchmark assessment system to determine student skills/needs, monitor student growth and focus instruction at all grade levels based on student data.
  - Responsibility: grade level teams
  - Timeline: follow district benchmark assessment calendar (Nov., Feb., June)
3. Use formative assessments, including collaborative analysis of results, to measure success on the selected MATH power standards.
  - Responsibility: grade-level teams
  - Timeline: selected assessments all completed by the end of the school year.
4. Develop, establish and implement grade level intervention/extension/enrichment plans based on the results of common formative/summative assessments, and monitor the effectiveness of these plans each trimester.
  - Responsibility: grade level teams
  - Timeline: Implemented by the beginning of October 2009
5. Finalize grade level MATH CIPP goals that are aligned with both the building and district goals using more detailed “CIPP/SMART Goal Worksheet”
  - Responsibility: grade level teams
  - Timeline: end of September 2009
6. Share grade level MATH data with building staff as a part of the CIPP district review process.
  - Responsibility: grade level teams, team leaders, LIT
  - Timeline: aligned with 2009-2010 District Vital Few B days
7. Analyze data to determine the effectiveness of the MATH CIPP/SMART goal planning process.
  - Responsibility: grade level teams, team leaders, LIT
  - Timeline: at least once at the end of each trimester
8. The principal and instructional coach will support and participate in grade level collaboration at least once a month.
  - Responsibility: building principal, building instructional coach
  - Timeline: ongoing throughout the year
9. Align Bridges Curriculum to new Power Standards (as suggested by MLA work)
10. Develop and implement daily MATH learning targets (content & language)

**Results:**

Comparison (+/-) of 2009 WASL with 2010 MSP:

3 <sup>rd</sup> Grade	-12%
4 <sup>th</sup> Grade	+23%
5 <sup>th</sup> Grade	-37%

**Explanation of Results:**

- Our 5<sup>th</sup> grade students failed to perform well in all Strand Targets with the exception of Problem Solving and Reasoning.
- Length of assessment as well as format (similar to reading).
- 4<sup>th</sup> graders performed well in all Strand Targets but our 3<sup>rd</sup> graders need to improve in Measurement, Geometric Sense & Statistics as well as Procedures & Concepts.
- Focused math interventions in 4<sup>th</sup> grade (all interventions at this level were in mathematics).
- Implementation of Daily Learning Targets and Language Objectives helped our teachers clearly communicate core (Tier 1) instruction in mathematics.

**Strategies/Action Steps 2010-11:**

- Focus interventions at the “root cause” – DMI and First Steps math will help us identify gaps in mathematical understandings and provide targeted interventions to help fill those gaps.
- Teacher professional development in DMI and First Steps.
- Continue to improve our ability to provide clear DLT/LO for each math lesson.
- Math Facts Olympics/Use of Rocket Math (focus on math facts).
- Encourage students to participate in Math Is Cool (50%+ of 4<sup>th</sup> and 5<sup>th</sup> graders participated last year).
- Continue to develop a balanced intervention model (we need to meet student needs in both reading and math)

**Content Area: Writing: School: Sunnyslope Elementary**

**Goal:**  
90% of 4<sup>th</sup> grade students will meet Writing grade level standard as measure on the 2010 MSP.  
90% of students in grades K-5 will meet grade level writing expectations as measured on District Benchmark Assessments in spring of 2010.

**Strategy/ies:**

1. Implement writing district benchmark assessments to determine student skills/needs monitor student growth and focus instruction at all grade levels based on student data.
2. Use district adopted/recommended resources to support learning improvement for all students in writing. (Spelling Connections/Lucy Calkins)

3. Provide individual and/or small group instruction and practice in the classroom based on students' strengths and needs. (Tier 1)
4. Collaborate consistently to review/score student work, create common formative assessments, set short term /SMART goals, share best practices, and plan for interventions/extensions. (Tier 2)
5. Provide instruction and practice in both narrative and expository text using process, content/organization/style, conventions, and handwriting.
6. Review the effectiveness of the CIPP/SMART goals at least once per trimester and revise as needed.

**Results:** Comparison (+/-) of 2009 WASL with 2010 MSP: +23%

**Explanation of Results:**

•Our 4<sup>th</sup> grades performed well in all components of the writing Strand Targets. 89% of our students met the conventions standard. We believe this is due to our focus on our building wide writing Non-Negotiables.

•Intense use of the state's writing modules and released items, which helps students understand how their writing will be scored.

•35% of our 4<sup>th</sup> graders scored 11 or 12 (perfect score) while only one student scored below 7 (standard is 9).

**Strategies/Action Steps 2010-11:**

•Communicate with our fellow cohort to find out how they excel in writing (what are we missing?)

•Intensive reading focus in grades k-2. Good writing follows good reading.

•We understand what expository and narrative writing is, but we are not clear as to how the state comes up with the scores for "Purpose to Explain" and "Purpose to Tell a Story".

**Valley Academy and State Mandated Test Scores**

*Frequently asked questions*

**What do the MSP/HSPE scores actually represent for Valley Academy?**

1. A snapshot of what approximately 2/3 of our students were able to do during the testing window. The remaining 1/3 were either:
  - a. Never planning on taking the test,
  - b. Parents took their students out of town,
  - c. Did not complete a portion of the test or
  - d. Refused to take the assessment.
2. Our opportunity to test has historically been 3 hours per day on Mondays and Fridays only, during the state mandated testing window. This is not an optimal setting or schedule. While we utilize these scores for program development our challenge is that many of our students are taught core academic areas not in our classrooms, but in the home environment.

**Can these scores be compared to previous years' test results by Valley Academy students or other schools with a high degree of reliability?**

**Why or why not?**

1. Valley Academy's student body has a 28-30% turnover per year which may be typical to others schools or programs but when we only have students on-site for a maximum of 8-12 hours per week for instruction we have a limited amount of time to expose students to material that may help improve state test scores.
  - a. In addition, our low total number of students per grade level makes detailed analysis for program improvement very difficult.
  - b. A small number of students may skew our results dramatically in one direction or the other.
2. Scores are always compared to the previous year's results at the same grade level, however in our setting there are a number of factors that render the results practically useless. Consider the following:
  - 110 students were scored from the 7 grade levels tested.
    - 33 of those 110 students did not return to Valley Academy this fall.
    - 16 of those 110 students were not full-time students and did not test. They should not have been included in the results.
3. We try to use the data longitudinally however with so much variation in the group from year to year the scores vary dramatically and it is difficult to find a reliable pattern.

**Are these results a true reflection of student performance? If so, are they satisfactory?**

1. We measure student performance based on individual goals and performance, as required by ALE WAC. As a result, I don't believe these scores are a true reflection of what our collective students are capable of doing. The individual student's learning plan provides direction for each child's learning. Our staff does not choose who tests and who doesn't, parent choice determines what assessments students take.

**How are you using these scores?**

They may not be an accurate reflection of program achievement but they can still be used to help with individual student achievement.

- We share them individually with parents.
- Although, we really need to analyze these scores carefully, we can use them as a planning tool for program direction for the future.

**Are you doing anything to improve these scores?**

- We are making parents aware of the results and offering resources for instruction.
- We continue to expand our writing program using district-approved curriculum such as, Lucy Calkins materials.
- The scores indicated that we might benefit student achievement by increasing our offerings of math workshops for younger students.

**How have these scores impacted your program?**

- Increased enrollment can be attributed to the tests. Some families enroll their children in the program because they do not want to instruct their children with the same focus as those preparing for the MSP.
- Even though not all students participate we are using this information to shape the program we offer.

**Home District for VAL Students 2010-2011**

Wenatchee	96
Eastmont	66
Cashmere	22
Cascade	18
Quincy	8
Entiat	5
Chelan	4
Manson	2
Pateros	2
Waterville	2
Methow	1
Soap Lake	1
<b>Total</b>	<b>227</b>

Grade	All Students		
	In district	out of district	totals
K	5	13	18
1	9	14	23
2	10	11	21
3	11	20	32
4	12	14	26
5	13	12	25
6	6	18	24
7	13	10	23
8	11	11	22
9	5	5	10
10	0	3	3
<b>totals</b>	<b>90</b>	<b>118</b>	<b>227</b>
Grade	Grades Taking MSP or HSPE		
	In district	out of district	totals
3	11	20	31
4	12	14	26
5	13	12	25
6	6	18	24
7	13	10	23
8	11	11	22
10	0	3	3
<b>totals</b>	<b>66</b>	<b>88</b>	<b>154</b>



**Content Area: Reading: School: Washington**

**Goal:**

90% of students in grades K-2 will meet or exceed grade level standards on the DRA.

90% of students in grades 3-5 will meet or exceed grade level standard on the MSP.

**Strategy/ies:**

Reading intervention at Tier I level specifically targeting fluency and phonics using spelling program.

All teachers follow WSD Blueprint

K-5 teachers will use the Toolkit to teach comprehension strategies.

Assessment - Better utilize assessment data from K-2 DRA and give students DBA or school based assessment at the end of 2nd grade to provide 3rd grade with baseline information.

**Explanation of Results:**

Washington Elementary scored favorably on the reading portion of the MSP when compared to the state average, other schools within the Wenatchee School District, and schools with similar demographics. However, reading scores create a very interesting question. With the change from WASL to MSP and the attempt to lessen the number of testing days, did the state in fact make the test more difficult by lengthening the single day test? The Superintendent of Public Instruction made the statement following the test and again when results were made public that they will be making efforts to shorten the one day reading and math tests. This would indicate the state believes the length of both the reading and math tests had a negative impact on student results.

Washington Elementary 5th grade students performed extremely well on the 2010 reading MSP. We led the Wenatchee School District in every cell for reading. This particular group of students has performed well on the WASL/MSP reading test every year since third grade.

Washington Elementary 4th grade students underperformed on the 2010 MSP. It is my opinion the length of the Reading MSP hurt this particular group of students most. Their reading test took longer to complete (4+ hours) than the other 2 grade levels. However, when comparing this group of students to their results from 2009, they only dropped 7.8%.

Washington Elementary 3rd grade students performed very well on the reading portion of the 2010 MSP. Subgroups show fairly consistent success with the exception of Limited English and 3 of those students (out of 12) were just 2-3 questions away from meeting standard

**Strategies/Action Steps 10-11:**

Determine What students need to know at each grade level.

Mesh curriculum with assessments for effective classroom instruction.

Meet with vertical teams regularly to align instruction

Using PRTI, determine interventions.

Analyze class and individual student data, and note individual students' specific areas of need in order to plan for small-group instruction, and to determine intervention(s).

**Content Area: Math: School: Washington**

**Goal:**

Kindergarten - 90% of students will be at standard in the area of number sense on Math Growth Assessment.

First Grade - 90% of students will meet or exceed grade level standard on the DBA.

Second Grade - 90% of students will have a complete understanding of place value.

Third Grade - 70% of students will meet standard on the number sense strand on the MSP.

Fourth Grade - 70% of students will meet standard on the number sense strand on the MSP.

Fifth Grade - 65% of students will meet standard on the number sense strand on the MSP.

**Strategy/ies:**

Establish clear daily learning targets in all classrooms.

Establish clear language objectives in all classrooms.

All teachers are introduced to and understand format of the MSP once it is available through professional development.

Develop grade level formative assessments to match format of MSP.

Utilize adopted curriculum (Bridges, Number Corner) and supplements as needed.

Follow the math pacing guides.

**Explanation of Results:**

Washington Elementary overall did not compare as favorably with the state as we did in reading. This was the first year the MSP was addressing the new math standards and the Wenatchee School District had just completed its work with power standards and pacing calendars. Teachers were working toward these new standards for the first time and as a result, there are mixed results. In addition, the state scores were initially rejected at the federal level causing the state to lower the uniform bar for 2010 and 2011. This suggests that the math portion of the MSP was too rigorous.

Washington Elementary 5th grade students led the Wenatchee School District in every cell for math. This particular group of students, although very consistent over time in their reading results have been up and down in math. They outperformed the state trend by 8 percentage points.

Washington Elementary 4th grade students scored exactly as they had the year prior. Hispanic students outperformed the rest of the district at this level.

Washington Elementary 3rd grade students scored well in comparison to Wenatchee School District Results. They led nearly every cell and were close in those they did not.

**Strategies/Action Steps 10-11:**

Establish clear daily learning targets and language objectives in all classrooms.

Develop grade level formative assessments to match format of MSP to drive intervention.

Utilize adopted curriculum (Bridges, Number Corner) and supplements as needed.

Follow the math pacing guides and apply grade level intervention models.

**Content Area: Writing: School: Washington**

**Goal:**

Kindergarten - 90% of students will score a Level 3 on the writing DBA.

First Grade - 85% of students will meet standard of Level 6 or above on the writing DBA

Second Grade - 80% of students will be able to correct a writing sample with 90% correct responses for capitals, full stops, and commas.

Third Grade - 75% of students will meet standard on writing DBA.

Fourth Grade - 72% of students will meet standard on the MSP.

Fifth Grade - 75% of students will meet standard on the Growth in Writing DBA.

**Strategy/ies:**

Create a committee whose scope is to formulate skills and strategies across grade levels to ensure learning for each student.

Clarify non-negotiables at each grade level.

Daily writing in all classrooms.

Develop year long plan for each grade level based on strategy #1 to be completed in 2010-2011.

**Explanation of Results:**

The same group of students who declined in reading also scored lower than the previous year in writing and were also 12.5% under our stated goal. This is due, in large part to an inconsistency in K-5 writing instruction at Washington. Knowing this, we formed a committee of teachers representing each grade level to develop a consistent writing focus for each grade level. We believe this, coupled with a commitment to writing instruction each day will, over the long term, improve scores.

**Strategies/Action Steps 10-11:**

Roll out year-long plan for each grade level based on the Writing Committee completed work.  
Review WSD non-negotiable list with grade level teams.  
Review WSD writing supplement/writing process grade level alignment.  
Create grade level pacing calendars for writing based on the above document.

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The board reviewed the above information prior to the meeting.

Discussion points:

- Q: How does staff feel – glass half full or half empty?
  - Eye on goal, Statewide Testing isn't what WSD is all about
  - Staff is "results oriented" so we have put it into perspective: encouraged, balanced, work hard, show what's right, recognize what's a challenge, and staying connected to the collaborative teams
- Lincoln's success discussed – what made the difference
- How to control ability to mold future: Some "Out of my hands", others "Don't know", some "not where we want to be", But we must figure it out and control the outcome of the fruits of our labor.
  - When scores not what we want or expect our morale goes down
  - We want kids to perform to the best of their ability
  - Copy what works within the classroom
  - Share what is working and collaborate twice a month
  - "MAKE ADJUSTMENTS NOT EXCUSES"
  - Modeling what we want our staff to do by Collaborative efforts
  - We got into this profession to "Make a difference".
- Q: Do you need more tools than what we have given you or do you feel overwhelmed with too much, tools to move the needle away from status quo – AVID that tool?"
  - We have "hands reaching across the district" helping each other
  - Schools are networking
  - Coaches are our biggest help, but three have cut and they are feeling it.
- Q: Give us something to brag about.
  - Just getting some kids to school consistently is an accomplishment for some schools
  - *Future Free Reading* program has changed some kid's lives – Summer school maintained
  - Parents want "well rounded" kids, dual language is giving them that
  - "Lunch buddies" program for kids who have only one parent
  - Parents are getting involved in school work & showing up at Open House and parent meetings
  - Parents are Volunteering
  - Making a difference in children's lives
  - National Board Certified Teacher on the increase: MV has eight and five in training, Linc has eight also.
  - Staff coming together and collaborating for the first time in years
  - Good WA results are clear, focused
  - Changes are difficult but we are not giving up on our kids
  - LIT teams looking at coming together & growing
  - Discouraging score – yes, but not letting that get us down.
- Q: PTA's and parent groups, what kind of response.
  - Sunnyslope parents help create a staff position for intervention and summer programs
  - They share the vision and mission statement
  - PSTA help with support and Sunnyslope helping "Partnership" with other schools. Sunnyslope parents helping Col. with playground equipment and Sunnyslope 5<sup>th</sup> grade student raised money for library books for Columbia, over \$2,000.
  - Serve Wenatchee provided coats for Newbery students through parent group.
  - Columbia is 5 parents away from 100% parent participation in conferences.
- Q: Challenges with testing & disappointing results:
  - Homeless students are linked up through the schools, we go out and find them and include them in our counts.
  - Not receiving consistent information given to schools on test content – moving target
  - Challenges with the state tests: Best indicators of students progress, which tests work and which don't work
  - Mobility of students hinders their chances of success.
  - Economy caused people to move within the district to lower rental areas.
  - Principals shared mobility (movement) problem within their schools & moving out of area totally
  - Sustainability is difficult

Jon DeJong outlined the challenges that principals and staff are having. They have to perform a balancing act to keep everything in place and accomplish deep implementation. Knowing what to keep and continue or what to let go of.

Laura Jaecks asked the principals what she should say to a constituent who tells her WSD should bring in the mentality similar to Michele Reed from Washington DC, who cuts who she wants if she doesn't think they are contributing positively to the students' success. (Reed is no longer a superintendent.) All the principals offered to invite that person into their schools without notice and visit the classrooms and see what wonderful things and accomplishments the students are doing. Spend one day in any of the schools and a community person could not help but be impressed at what is happening in the Wenatchee School District. Ms. Jaecks thanked them for their responses.

Superintendent Flonex pointed out some positives things that are going on in the district:

- National Certified Teacher per capita, very high
- Principal/Teacher Evaluation Pilot – we're on the ground floor
- Alignment to Standards – we're ahead of the game
- Clear expectations and accountability in the classrooms for teachers, principals and administration
- Teachers and Principal have common goals – helping students

Principals offered suggestions that they have used in getting parents in. Sometimes they just need to be asked to help at the school. Columbia is offering classes for parents to learn ESL and Love & Logic classes. They just need to be invited and included. L&C provide training to their parents. Family Advocate is very important in reaching out to parents for Mission View.

Q: What % of students are provided for after school?

- Academics & Enrichment is funded at Columbia, it is a priority.
- Child Care Program
- Failure Free program
- Jump Start programs
- Regular Summer schools were dropped due to the budget
- PASS program at the HS
- Migrant & Special Ed programs still in place

Q: Do you like the board coming to the schools?

- Yes, staff and parents like it.
- Lunch time is sometimes difficult for the staff
- Before school would be a good time
- Drop-in visits by the board members is always welcome
- Board is always invited to special events
- Healthy to have board members in the schools more interaction and more trust building

The board members don't want teachers or staff to feel uncomfortable if they visit the classroom. They want to be transparent and build trust. The board asked them to please tell their staff that they appreciate all the hard work they are doing and are working at better communication with them. They see the cars in the parking lot late at night and the lights on in the classrooms, when teachers are working. They appreciate the staff for all they do.

The board thanked the principals and the principals thanked the board for the opportunity to communicate with them in this venue.

Meeting adjourned 8:05 p.m.

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President

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Superintendent