



Wenatchee School District

Minutes of Nov. 4, 2011

SCHOOLS' CIPP BOARD WORKSHOP

DISTRICT OFFICE

8:00 a.m. – 12:00 p.m.

Board Members Present

Gary Callison, V.P.
Jesús Hernández
Laura Jaecks
Walter Newman

Staff Present

Brian Flonas, Superintendent
Cabinet
All WSD Principals

November 4, 2011 WSD Boardroom Agenda

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|-------------|---|
| 8:00-9:00 | Review and Take Action on 2011-12 CIPP Plans |
| • | Elementary (Reading, Writing, Math, Technology) |
| • | Middle Schools (Reading, Writing, Math, Science Technology) |
| • | High Schools (Reading, Writing, Math, Science, Technology) |
| 9:00-12:00 | Grade Level Reviews |
| 9:00-9:40 | Elementary |
| 9:40-9:50 | Break |
| 9:50-10:30 | Middle Schools |
| 10:30-11:10 | High Schools |
| 11:10-12:00 | Q&A K-12 |

The meeting was opened by Board V.P. Gary Callison. Mr. Callison suggested that the forum with the principals take place before the approval of the building plans. Everyone agreed that would work.

The board's first question to the principals was asking them to tell everyone what they are particularly proud of at their schools. Below are a few highlights.

WSHS: Principal Kory Kalahar shared about the intervention program and their reading outreach program at WSHS.

Sunnyslope: Principal Mark Goveia also shared their intervention program and the incredible PSTA group they have and the many projects they've helped with not to mention providing the additional recourses needed for the projects.

Lewis & Clark: Principal Alfonso Lopez outlined their "Lunch Buddies" program that includes 40 parents and community members coming to the school to help L&C students.

Columbia: Fay Crawford, Principal, shared parent and teacher conferences reaching 100% participation goals.

Newbery: Principal Patti Eggleston told the board about their recent penny-drive in the fight against leukemia for a student, they raised over \$1000 in pennies.

WHS: Principal Mike Franza talked about the ASB leadership program, Standard Based Learning, Graduation Specialist and Wenatchee Learns student participation.

Valley Academy: Director Greg Lovercamp shared about the real changes taking place, meeting with every student every week, staff pulling together and working hard.

Lincoln: Principal Tim Sheppard shared how they address the "whole" student- socially, educationally, helping students during grief and academically bringing the students together.

OMS: Principal Mike Hopkins feels privileged to be the principal with OMS students. Growth is taking place with the students and staff, and considers it a pleasure to work with students and staff.

Washington: Principal Keith Collins wanted the board to know that they have incredible kids doing great things in addition to incredible staff. Everyone is on track for doing what is best for students. They have a good citizenship program recognizing them for who they are to help build self-control & self-esteem.

Mission View: Principal Jeff Jaeger shared about his school being designated as a "Super School" by Imagine Learning – only 25 schools in the nation received this designation. He asked the board to go on line and look at their website and see the video.

PMS: Principal Mark Helm had several areas they are proud of; Music program is going well, "we focus on the whole child", he pointed out to the board. Intervention is important and PMS has not sacrificed one program for the other. They have been able to maintain a good balance.

FMS: Principal John Waldren pointed out the collaboration environment at FMS in mathematics, moving forward in dual language, closing the gap and collaboration in leadership.

Board member Jesús Hernández, thanked the principals for sharing a bit of their reality - of what they face day in and day out. It is difficult when you have different kids every year. It is a good thing to be here having a conversation together to get a better view of the big picture. This is healthy for our district.

Discussion points board members & principals participated in:

- HS progress –
 - Standard Based Grading
 - Learning is accomplished at different paces – Learning is not a “one size fits all”
 - Public perception of math at the high school
 - Life-long learners – “flip” learning with computers and classroom time
 - State requirement for math - new
 - Working together as a team at the HS level
 - Teacher empowerment – to teach the students as individuals
 - Importance of clear goals
 - End of course exams – seeing where the students are and how much they have learned
- Middle Schools
 - What makes great math programs
 - Additional time with students at the MS level is essential
 - Movement is like a glacier, slow
 - Focus on student ownership by the end of MS
 - Enough computers for all kids? No but working on that through grants and technology keeping the ones we have going.
 - Board likes idea of individual learning plans –
- Elementary Schools
 - Levels testing – emphasize to take and retake and do their best each time
 - The younger the student is the better for his/her preparation for test taking
 - Not all top kids score high on the tests – AVID kids do well
 - Headway is being made with scores
 - What is the Wenatchee Learns Model for the schools

General discussion points:

The conversation covered the question, “how much technology has to do with learning”. It was pointed out, by principals, that technology is a tool, a good one but none-the-less, just a tool. They said some are still dealing with 90% poverty, lack of nutrition, support at home and many social problems therefore we can’t depend just on technology to fill the gaps. We need to ask hard questions, a lot of them and not be afraid of the answers. We should be making progress quicker with this kind of input and involvement. Our focus could be more on integration of the cultures and PLC. This can prepare kids to be more successful. There are rapid changes in the world and we must know how to prepare our student to be successful in this rapidly changing world. We need to maintain a view of the global society to provide skills for our students. A master design with a growing learning emphasis is what is needed, a vision.

Some principals shared the paradigm of “shift and move” of students and how to keep them moving upward in the district, from place to place academically. This pertains not only to math but also to writing and reading. There is concern for programs that may lose their grants and not be able to continue the good progress that have been doing. With all these great programs there aren’t as many economic barriers as there used to be, we are breaking those down and equally the opportunities for all our students. After school programs and intervention programs are essential in reaching our kids who are slipping behind.

Mr. DeJong mentioned the book by Rich DeLorenzo “*Delivering On The Promise*”, Superintendent Flones provided it to the board members a few months ago for reference. It is a “boots on the ground” approach Mr. DeJong told them. School districts are being re-invented in order to reach the students in this changing world. Everyone put their ideas on the floor for innovative learning techniques, some proven and some not, discussion followed.

A break was taken and the board asked everyone to change chairs to help provide the opportunity for mingling and sharing of ideas with another person close by during the next session.

What are the issues that the principals have the most challenges – some highlights:

- Provide a safe, learning environment and make learning a good experience is the goal for WSHS.
- How to provide a schedule that works with our system and not restricting the teachers, they want to teach our students.
- Attendance is a problem; we have no control, finding a way to put the ownership of attendance on the parents. Provide a safe learning environment and provide

- all the social services that they need. We have to do all that before we start teaching. They are all individuals.
- Focus on mission statement, empower the students. We have provided 100 posters around the school to remind the students of our mission. They come into WHS as kids and leave us as adults... Big responsibility.
 - We are putting the focus on our teachers to create the atmosphere so the kids want to be there. We are constantly giving more and more for teachers to do. It wears them out after awhile, they need to feel valued.
 - Everyone is important - is what makes a difference at L&C. It's important to be in connection with the Latino population; important we are all striving for the good of the student.
 - It is important how we interact with our parents and include them. This will help to individualize education, we can't ask teachers to do any more, and we need to change how we are doing business.
 - We have no control on the global economy, there are many things we cannot control, therefore the time we do have must be concentrated on learning, we cannot let all the legislature, media, weather driven agendas interfere with student learning.
 - Sometimes you feel as though you must get to higher ground because the over abundance of paperwork, new legislature etc. will swallow us up.
 - We can only control how we run and leave our building. That is why a positive environment is important for healthy growth.
 - "I only have control over myself, I tell the kids, 'Here I am, this is my smile', so my influence only goes so far, they are responsible for themselves. All I want to know when I am gone is that I made a positive impact on someone's life."
 - Relationships in the classroom are modeled from the principal's relationships, it is important to establish good working relationships with you staff and students. Getting parents to take ownership helps that to happen.
 - Principals have control only to a certain point. We have to depend on teachers to carry through on the philosophy of the district and building goals & mission. Sometimes we have individuals in our staff we would not have chosen to join our team; therefore they do not "buy-in to the building".
 - It's all in how you make it happen in your school, teachers know what they can do and we give them the tools with PLC. It's in the teacher leadership piece and district initiatives.

The discussion covered building dynamics, every building is different. It amounts to a "people thing" one principal noted. Keeping on top of this is like "herding cats" at times another principal added. Effective practices and applying the principles was also a part of this discussion.

The board members thanked the principals for putting themselves out there on some of these issues and sharing honestly.

Board VP Gary Callison told the board members that they would be asking the principals questions for the next session.

"What should we do differently, if we had no restraints." And what do we need clarity on and need to "get".

- There are so many daily things that interrupt the learning and teaching environment for principals. It's a balancing act to get through a day at times. We go to bed thinking about it and wake up thinking about it, it's in every part of our being, and we lose sleep about it.
- Financial piece is huge; we need to think outside the box to just make ends meet and get through the day to get the job done, the stress never seems to end.
- Have an event for healthy self-reflection.
- We have enough students behind in credits that could start another WSHS, these students need to be identified early in order to change their outcome, and they don't want to leave the "social" interaction of the HS. They need to break out of the social piece so that connection isn't there. Tough to do, conversation covered skill center and online academy.
- Kids in a deficit starting into kindergarten, never catch up, we need a place for them to catch up before going on. Scrutiny on the playfield, for these students.
- Integration of students liking school. They don't "get it" therefore they don't like it. Omak school district has a business making paper where the students work and learn. They run the business and learn math, literature, reading and writing in the context of the job.
- A thank you to the board for this format, the principals feel they are learning things with this discussion and it helps to feel supported by each other and by the board. By working together encourages us to keep going.

- We need fewer restraints, and be about to do prevention rather than intervention. Teachers are crying for more time with the students, year round school or extended day.
- Catch them earlier before middle school and HS, it's too late by HS to catch them up.
- The importance collaborative work within the building is important and then inter-district. Not having the choice of teachers sometimes sabotages your efforts.
- Difficult to find money to provide childcare so they can get parents more involved, teachers are stepping up to the plate to man the after school programs.
- There's been discussion about an alternative school calendar.
- Students are growing, by looking at the levels testing they are moving forward in the district, an important point to not overlook. Levels go up even though test scores vary.
- The media needs to change their reporting to include the positive increases in student learning scores.

The discussion turned to the Data Director program and the contribution it has made to the classroom. The scope of what it can do is incredible; the staff has only utilized a fraction of its capabilities. Everyone is learning as we go. The counselors utilize it all the time and it has proven to be a useful tool.

- Adjusting days for special education, making day early, same idea for regular classroom for intervention.
- Use of technology can extend the day at home – ipads are extremely useful to extend the day.
- WSHS is trying to utilize to the best of our ability the Rotary \$70,000 so we don't end up with outdated technology. Being very fiscally responsible- mobile carts, 2 mobile labs – these can go to the new building.
- K-2 identify the kids and where they are - utilize instruction and curriculum guide to bring consistency and narrow the gaps before they fall through the gaps
- If we want them at grade level by 3rd grade we need to do what we have control of to make that happen, have a plan, may infringe on electives, are we committed to do that.

Comments:

- A Board member appreciates the comments & he feels a statement of commitment would be appropriate.
- Some principals think it's not that easy to make those curriculum changes
- Others see it as hard decisions that need to be made
- If we have students who can't read what do we do... we must do something
- That whole piece is a challenge for everyone. There needs to be a lot of discussion on it before any movement in that direction.

Discussion about parent involvement, over involvement and a healthy involvement level. Possible trainings for parents to make them more effective.

Principals' comments:

- Middle school students do not want their parents at school but we still encourage their participation and volunteerism.
- Some elementary schools have a high level of parent involvement, it requires a strategy to manage, and it's nice to have the help and experience.
- Bringing parents on board is important, but sometimes it's a challenge because parents have double jobs, cannot read themselves and we feel the extended day should be manned by the teachers.
- Must be creative to keep the kids who need the extended day at school, a lot of times the ones who need it do not stay or cannot stay. This will be some "out of box" creative thinking to solve.
- School Survey said: Parents just say they cannot help, they have jobs and other responsibilities, and it is a management problem for a lot of them.
- Some have many volunteer hours per month; Choice students create overload and a challenge. The kids don't know their parents expectations, or they don't have any. Trying to education parents on how they can help at home.
- Parent interaction is good in some cases, but they have to be invited to the Parent Club. It's easy to draw them in, but not so easy to keep them all year.

A board member shared ideas to get volunteerism from our community. We could reach out to the retirees; they would like to share their skills. Maybe we can be clearer about expectations. There are many resources to get people involved to contribute to learning in schools. Maybe we should get an organized effort going to reach out.

- College bound students, like utilizing & expanding AVID in all programs
- Paradigm in the shifting of students, mobile

Mr. Callison asked for opinions and summary of forum:

The principals liked the topics discussed. It seemed more authentic and the topics raised some good discussions. They covered some broad subjects to give the board a good idea of what the principals face. Overall it was positive feedback from the principals and the board.

Mr. Callison asked for a motion for approval of the schools building plans.

MOTION MADE: Laura Jaecks made the motion to approve the building plans as presented by the principals in the CIPP Board Packet.

Discussion: The board thanked them for being concise in the plans and for being honest with their comments during the discussions. They said it is good to have the information in plenty of time ahead of the workshop and the board appreciated all the hard work and information from the principals.

SECONDED: By Jesús Hernández

APPROVED: Unanimously

The board thanked everyone for attending and their candid conversations.

Meeting Adjourned at 11:35 a.m.

President

Superintendent

Date