



Wenatchee School District Regular Board Meeting

Minutes of Aug. 13, 2013
WSD District Office

Board Members Present

Jesús Hernández
Laura Jaecks
Walter Newman
Gary Callison
Kevin Gilbert

Staff Present

Brian Flones, Superintendent
Cabinet

I. Regular Meeting 7 p.m.

Jesús Hernández, Board President, opened the regular board meeting at 7 p.m., with the Pledge of Allegiance.

II. Consent Agenda

Jesús Hernández, Board President, asked for a motion to approve the consent agenda.

MOTION MADE: Kevin Gilbert made the motion to approve the consent agenda.

SECONDED: By Walter Newman
PASSED UNANIMOUSLY

Consent Agenda included:

MINUTES: 6/28/13 Regular Board Meeting & Workshop

PERSONNEL REPORT PREPARED BY: Lisa Turner, HR Director: Aug. 13, 2013 personnel report: on file

PAYROLL PREPARED BY: Tami Hubensack, Director of Payroll: July 2013, \$5,172,165.77

VOUCHERS & CONTRACTS PREPARED BY:
Karen Walters, Director of Accounting –

July 10, 2013

General Fund

Check numbers 563138 through 563320 totaling \$357,968.15.

Capital Projects Fund

Check numbers 563321 through 563332 totaling \$146,016.06.

Associated Student Body Fund

Check number 563333 through 563378 totaling \$48,407.02.

July 27, 2013:

General Fund

Check numbers 563381 through 563555 totaling \$478,520.90.

Capital Projects Fund

Check numbers 563556 through 563563 totaling \$362,238.58.

Associated Student Body Fund

Check number 563564 through 563584 totaling \$26,676.14.

Aug. 14, 2013
General Fund
Check numbers 563634 through 563759 totaling \$413,233.34.

Capital Projects Fund

Check numbers 563760 through 563765 totaling \$144,303.12.

Associated Student Body Fund
Check number 563766 through 563778 totaling \$10,379.57.

4) Surplus Report

SURPLUS REPORT PREPARED BY:
Karen Walters, Director of Accounting: 8/13/13 on file for review.

5) Contracts

Date	New or Renewal or Revision	Agency	Purpose	Amount	Effective Dates	Staff Person Responsible for Contract has read and has recommended this contract for Board approval	Reviewed by Les?	PO Required?
08/05/13	Renewal	A&A Motorcoach	Charter Bus Services	Approx \$130,000 Budget Code 0100 28 7003 000	2013-2014 School Year	BJ Kuntz	YES	YES
08/05/13	New	Catholic Family & Child Services	Promote and Implement the WA state DEL's quality rating and improvement system	Could earn \$5,000-9,000 Budget Code 8800 91 5090 521	7/1/13 - 6/1/14	Kory Kalahar	YES	No
08/05/13	New	Coleman Oil Company	Purchase of gas and diesel for the WSD Transportation Dept.	Approx \$325,000 Budget Code 9700 52 5051 000 & 9900 52 5051 000	2013-2014 School Year	Marcia Hahn	YES	YES
07/16/13	New	France & Co	Modifications to provide CTE Director and Dean of Students Offices at WHS	\$14,902 Budget Code	7/16/13 - 8/31/13	Bryan Visscher	YES	YES
08/05/13	Renewal	Franz Bakery	Purchase of bakery goods for the Food Service Program	Approx \$65,000 Budget Code 9800 42 5025 000	2013-2014 School Year	Kent Getzin	YES	YES
08/05/13	Renewal	J&G Distributing, Inc.	Purchase of dairy products for the Food Service Program	Approx \$180,000 Budget Code 9800 42 5024 000	2013-2014 School Year	Kent Getzin	YES	YES
08/01/13	New	LocalTel	Telephony and long distance	\$560.14 mo & 295.00 Installation Budget Code 9700 65 7016 000	2013-2014 School Year	Dave Yancey	YES	No
07/16/13	New	SESRC	Survey & Data Report	\$8,940 Budget Code 9700 11 7020 000	Aug 2013 - Feb 2014	Brian Fiones	YES	No
05/25/13	New	Panther Booster Club	Concessions for athletic events	N/A Budget Code	2013-2014 School Year	BJ Kuntz	YES	
08/05/13	Renewal	WSIPC	ODBC Data Connecction	Budget Code	8/2013-8/204	Ron Brown	YES	No
07/11/13	Revision	NCESD	Update to reflect name change, expansion and description of services	Appendix A - Based of FTE Budget Code 9700 72 7098 000	2013-2014 School Year	Denise Watson	YES	No
07/31/13	New	Solution Tree	August Professional Development Days for Certificated Staff	\$13,000 Budget Code 0101 27 7000 000	August 26 & 27	Jodi Smith	YES	YES
08/07/13	New	Ricoh USA, Inc.	60 month lease for 11 color copiers in the school buildings	Budget Code 0100 27 7193 XXX	9/1/13 - 9/1/18	Karen Walters	YES	YES

III. Citizen Comments:

None

IV. New Business

1) **2013-14 Preliminary Budget:** WSD CFO Les Vandervort presented the following information to the board in a Powerpoint presentation. He answered questions from the board during the presentation:

The Washington State Legislature pushed through a “down payment” on education funding as mandated by the McCleary decision. High poverty K-1 classes have increased funding as well as materials, supplies and operating costs (MSOC’s). Except for additional LAP funding which will help mitigate the impact of sequestration, most of the other legislative increases basically “backfill” the higher level of expenditures WSD already has; e.g., MSOC’s, class size, transportation, all day kindergarten, special ed.

The 2013-14 WSD Budget incorporates the vital elements of the Continuous Improvement Planning Process, the Baldrige Criteria for Performance Excellence, and the ISO 9001 Quality Management System.

The average student FTE for 2009-10 was 7,638.
The average student FTE for 2010-11 was 7,700.
The average student FTE for 2011-12 was 7,648.
The average student FTE for 2012-13 was 7,662.
The average student FTE for 2013-14 is estimated at 7,705.

	<u>Revenue</u>	(Appropriations) <u>Expenditure</u>	Excess of Revenue Over/(under) <u>Expenditures</u>
General Fund	\$78,040,525	\$79,467,978	(\$1,427,453)
ASB Fund	1,103,669	1,063,949	39,720
Debt Service Fund	2,406,293	2,486,925	(80,632)
Capital Projects	81,331,622	41,197,681	40,133,941
Transportation	250,020	300,000	(49,980)

The General Fund Budgeted Ending Unassigned Fund Balance of \$5,022,547 is 6.32%.

The General Fund Budgeted Total Ending Fund Balance of \$11,102,547 is 13.97%.

Responsible stewardship of human and financial resources is our hallmark. All resource managers are accountable for the effective and efficient management of district funds.

Transfers from the General Fund of up to \$1,970,000 are set aside for Capital Projects, including energy grant match requirements, parking lot improvement, property purchase and remodeling costs.

Summary of 2013-14 Budget

	<u>2012-13</u>	<u>2013-14</u>	<u>increase</u>	
1. Total Revenue	\$ 73,082,847	\$ 78,040,525	\$ 4,957,678	6.78%
Legislative Impacts:				
Cert salary restoration of 1.9%				\$ 460,047
Fringe Benefits				612,864
K-3 Class Size				485,621
MSOC (Materials, Supplies, Operating Costs)				1,281,631
Health Benefits				0
Health insurance premiums increase 17% for all employees taking medical				
ALE (Alternative Learning Experience) – rescinded 10% to 20% reduction				172,044
Transportation				190,166
Special Ed				340,423
Vocational Programs				89,402
LAP (Learning Assistance Program)				721,250
Transitional Bilingual				109,040
Levy equalization (LEA) increase				230,757
All Day Kindergarten (ADK) funding expanded (Newbery added for 13-14)				185,000
Sequestration:				
Title I C is reduced	\$265,010			
Title III is reduced	\$ 13,612			
2. Total Expenditure	\$ 75,997,706	\$ 79,467,978	\$ 3,470,272	4.57%
3. Expenditures exceed Revenue by \$ 1,427,453				
4. Major programs with expenditures greater than revenue:				
a. Special Education		(\$ 1,042,761)		
b. Transportation		(\$ 428,365)		
c. Enrichment		(\$ 324,979)		
d. AVID		(\$ 458,000)		
5. K-3 Funding				
Free and Reduced Lunch Percentage (April 2013)				
Columbia	84.5	eligible for all day kindergarten funding		
Lincoln	80.6	“		
Mission View	80.5	“		
Lewis & Clark	77.2	“		
Newbery	55.6	“		
Washington	43.9			
Sunnyslope	27.0			
Class Size	<u>Funding</u>	<u>2012-13</u>	<u>2013-14</u>	
		(students per class)		
K-3 High Poverty	24.10	(21.60)		
K-1 High Poverty		(21.65)	<u>20.85</u>	
2-3 High Poverty			24.10	
K-3 General Ed	25.23	(23.0)	25.23	

RESOLUTION DRAFT:
Wenatchee School District No. 246
Resolution 06-13

WHEREAS, the 2013-14 Budget must be adopted on or before August 31, 2013;

NOW, THEREFORE, BE IT HEREBY RESOLVED by the Board of Directors of Wenatchee School District No. 246, Chelan County, Washington that the 2013-14 Budget be adopted as follows:

<u>APPROPRIATIONS</u>	
General Fund.....	\$ 79,467,978
Associated Student Body Fund.....	1,063,949
Debt Service Fund.....	2,486,925
Capital Projects Fund.....	41,197,681
Transportation Vehicle Fund.....	300,000

BE IT FURTHER RESOLVED that the Board of Directors approve the 2013-14 applications for State and Federal grants and programs as follows:

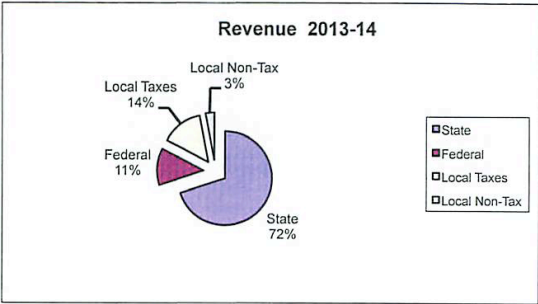
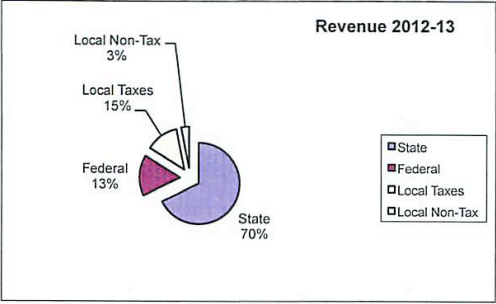
Program No. 21	State Special Education	\$ 4,238,822
Program No. 22	State Special Ed – Infants and Toddlers	368,516
Program No. 24	Federal Special Education Supplemental	1,378,194
Program No. 38	Federal Secondary Vocational Ed	44,535
Program No. 46	Federal Perkins - Skills Center	26,062
Program No. 51	Federal Disadvantaged	1,586,630
Program No. 52	Federal School Improvement	849,323
Program No. 53	Federal Migrant, including Summer School	782,791
Program No. 55	State Learning Assistance	2,000,965
Program No. 56	State Institutions (Juvenile Detention)	90,000
Program No. 58	State Special and Pilot Programs	731,365
Program No. 64	Federal Limited English Proficiency	257,200
Program No. 65	State Transitional Bilingual	1,465,912
Program No. 74	State Highly Capable	74,970

BE IT FURTHER RESOLVED that the General Fund Maintenance and Operations Levy for 2014 collection be certified at \$11,131,000 and the Debt Service Levy for 2014 collection be certified at \$2,400,000, and

BE IT FURTHER RESOLVED that the Board of Directors approve the residual transfer of net rental and lease proceeds from the General Fund to the Capital Projects Fund at the close of the 2012-13 school year, and

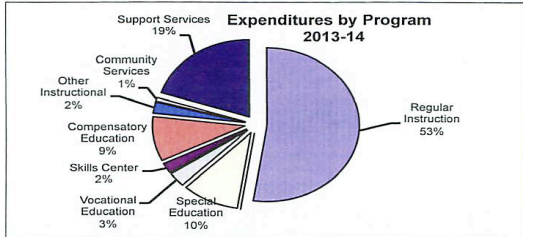
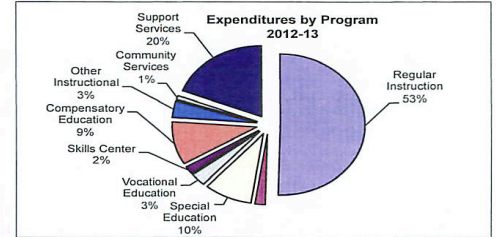
BE IT FURTHER RESOLVED that the Board of Directors approve the transfer of up to \$1,970,000 from the General Fund to the Capital Projects Fund for projects budgeted in the Capital Projects Fund (page CP6 of the 2013-14 F-195).

DATED the 27th day of August, 2013.



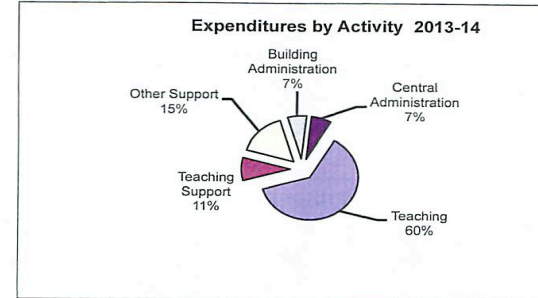
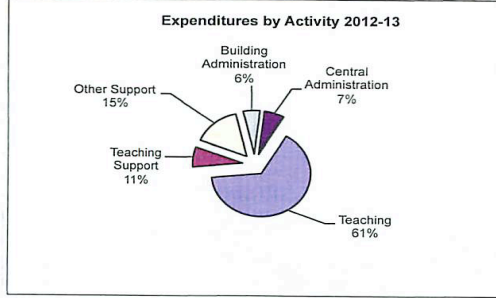
Revenue	2012-13	
State	50,931,815	69.70%
Federal	9,397,792	12.86%
Local Taxes	10,658,300	14.58%
Local Non-Tax	2,094,940	2.86%
TOTAL	73,082,847	100.00%

Revenue	2013-14	
State	\$56,106,387	71.89%
Federal	8,776,717	11.25%
Local Taxes	10,980,142	14.07%
Local Non-Tax	2,177,279	2.79%
TOTAL	\$78,040,525	100.00%



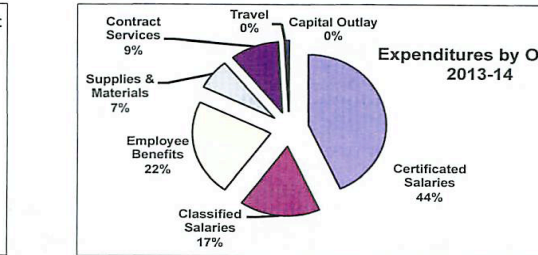
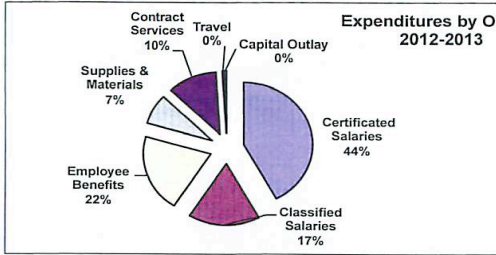
Expenditures by Program	2012-13	
Regular Instruction	\$ 40,533,287	53.33%
Federal Stimulus	\$	%
Special Education	\$ 7,820,833	10.29%
Vocational Education	\$ 2,334,536	3.07%
Skills Center	\$ 1,341,501	1.77%
Compensatory Education	\$ 6,493,529	8.54%
Other Instructional	\$ 2,003,998	2.64%
Community Services	\$ 331,001	0.44%
Support Services	\$ 15,139,021	19.92%
	\$ 75,997,706	100.00%

Expenditures by Program	2013-14	
Regular Instruction	\$42,412,531	53.37%
Federal Stimulus		0.00%
Special Education	\$8,025,144	10.10%
Vocational Education	\$2,410,057	3.03%
Skills Center	\$1,524,832	1.92%
Compensatory Education	\$7,486,714	9.42%
Other Instructional	\$1,729,612	2.17%
Community Services	\$541,221	0.68%
Support Services	\$15,337,867	19.31%
	\$79,467,978	100.00%



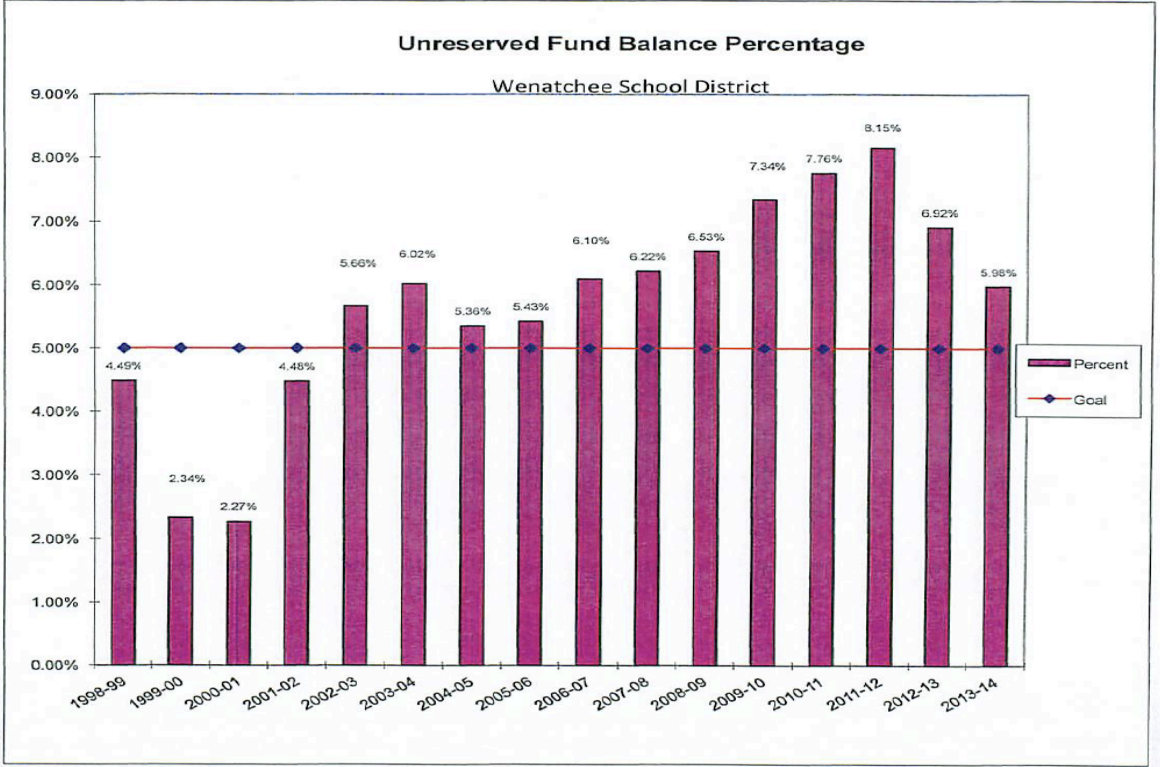
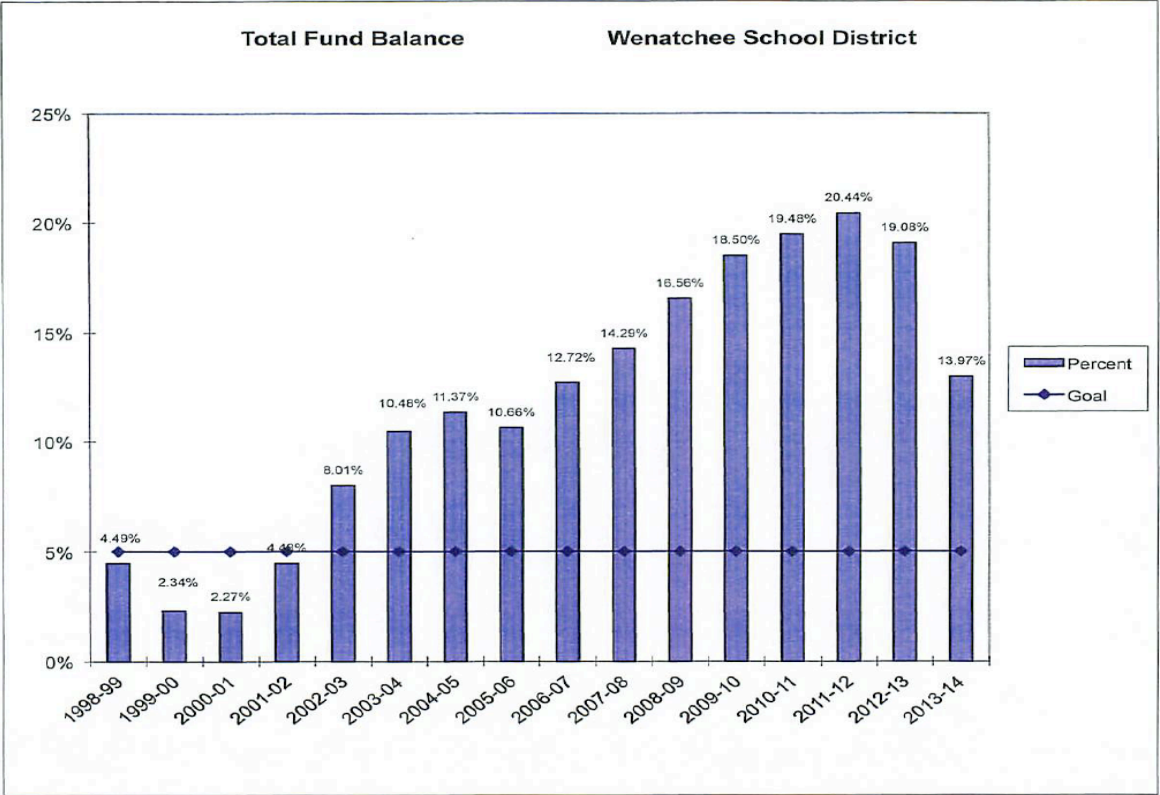
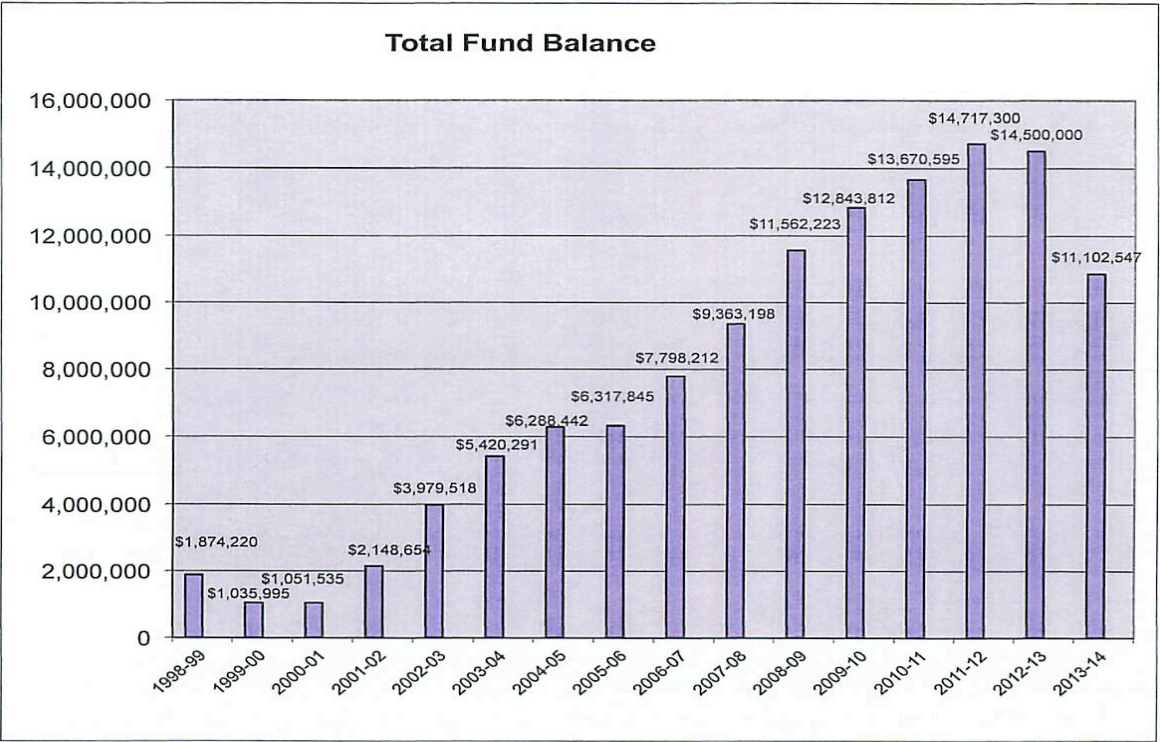
Expenditures by Activity	2012-13	
Teaching	46,076,657	60.63%
Teaching Support	8,089,670	10.64%
Other Support	11,682,126	15.37%
Building Administration	4,742,922	6.24%
Central Administration	5,406,331	7.11%
	75,997,706	100.00%

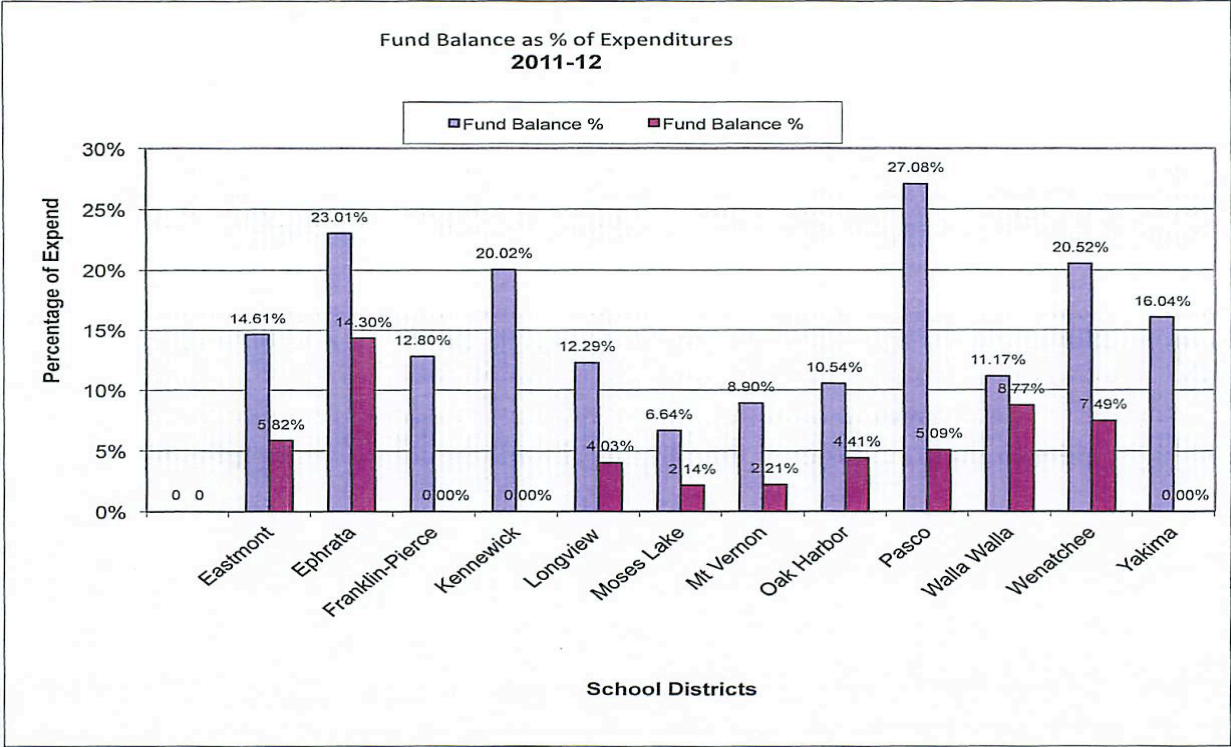
Expenditures by Activity	2013-14	
Teaching	47,855,077	60.22%
Teaching Support	8,981,026	11.30%
Other Support	12,071,199	15.19%
Building Administration	5,213,063	6.56%
Central Administration	5,347,613	6.73%
	79,467,978	100.00%



Expenditures by Object	2012-13	
Certificated Salaries	33,623,458	44.24%
Classified Salaries	12,827,355	16.88%
Employee Benefits	16,427,293	21.62%
Supplies & Materials	5,385,380	7.09%
Contract Services	7,065,444	9.30%
Travel	344,286	0.45%
Capital Outlay	324,090	0.43%
Total	75,997,706	100.00%

Expenditures by Object	2013-14	
Certificated Salaries	34,998,121	44.04%
Classified Salaries	13,400,261	16.86%
Employee Benefits	17,728,474	22.31%
Supplies & Materials	5,581,595	7.02%
Contract Services	7,054,535	8.88%
Travel	357,299	0.45%
Capital Outlay	347,693	0.44%
Total	79,467,978	100.00%





Discussion followed about the possibility of providing the board with a summary of the prior budget report for comparison and review. Some board members could use a “refresher” prior to looking at new numbers for a new year. Mr. Vandervort agreed to provide them with whatever they needed to help them better understand the financial reporting. It was noted that a lot of these numbers are projections at this point but will be more clear and firm at the end of October. Supt. Flones added that we could look at the budget forecast that we presented last year for comparisons. Reserves will be and have been used to cover some of the expenses, as presented in the 10-year projection. Mr. Vandervort added that we have our commitments we are responsible for built into our projections.

Discussion continued about the following: salaries with no raises in 4 years; benefits packages, the increases from the state level; and many other factors that impact the budget numbers.

Other discussion points:

- Bus depreciation is starting back up this coming year.
- Budget Resolution back in two weeks for approval
- Principals needing help in the new evaluation process
- Looking more into the Marsano Framework & whether we have support at building level

Mr. Vandervort asked for more questions and there were none. The board thanked Mr. Vandervort.

2) Policy Updates & Revisions: Supt. Flones presented the following policies for 1st Reading:

Policy	Title Suggested	Action District	Recommendation Rationale
1)	2414 Community Service Essential	–Update & Adopt -	Required new policy
2)	1400 Conducting Board Meetings Essential	Revised -	To align with our new board meeting schedule

Discussion following on how the students will benefit from receiving credit for the community service they are currently involved in – Policy No. 2414.

Policy No. 1400 – Changes in our current board meeting schedule. The possibility in changing one meeting per month to be at the schools during school hours so teachers, students and some parents can attend more easily was discussed. The time is being considered to be at 5:30 pm, instead of 7 pm for the first meeting of the month. This meeting would also be reserved for tours of schools, workshops and presentations.

These policies will come back to the board for the 2nd reading at the next board meeting.

3) Policy & Procedure Updates: Lisa Turner, HR Executive Director presented the following policies and procedures for updates and revisions. Question and answer session included questions about stipends for two activities overlapping paid to one individual. Lisa will get back to the board to address issue. Also the evaluation process was discussed. The policies will come up for approval at the next board meeting as second reading.

Policy	Title	Suggested Action	District Recommendation	Rationale
5240	Evaluation of Staff	Essential – update	Revise	Updated to reflect revised teacher and principal evaluation systems per ESSB 5895
5240P	Evaluation of Staff - Procedures	Update	Update	Completely replace all old procedures. Update with new evaluation system, includes Administrative and Classified.
2150	Co-Curricular Program	Optional - Update	Revise	Update to reflect actual practices in Wenatchee. Changes made in recent negotiations with WenEA
2150P	Co-Curricular Program - Procedures	Update	Update	Outline for addressing Clubs at WHS included in procedures, resulting from recent negotiations with WenEA.

Discussion of the Policy and Procedure 5240 – Evaluation of Staff lead the conversation into the next topic on the agenda-

3) Teacher Evaluation Implementation Schedule:

Ms. Turner presented the following memo to the board for first reading.
We ask that the Wenatchee School District Board of Directors adopt the following teacher evaluation implementation schedule, in accordance with ESSB 5895:

- 1. WSD began implementation in the 2012-2013 school year, with 25% of the classroom teachers*
- 2. Beginning 2013-2014 another 25% of the classroom teachers will be evaluated on a comprehensive evaluation*
- 3. In school year 2014-1015 another 25% of the classroom teachers will be evaluated on a comprehensive evaluation*
- 4. In school year 2015-2016 the final 25% of the classroom teachers will be evaluated on a comprehensive evaluation*
- 5. In school year 2016– 2017, the 61 continuing classroom teachers that volunteered for the 12-13 pilot year, will be evaluated on a comprehensive evaluation.*
- 6. We will use the Washington State provided implementation grid to calculate the ratio of teachers each year (a copy is attached)*
- 7. All provisional teachers will be evaluated on a comprehensive evaluation*

WSD Teacher Evaluation Implementation Schedule

	2013-14	2014-15	2015-16	2016-17
Provisional Classroom Teachers - First Year	27	20	20	20
	Comprehensive Evaluation	Comprehensive Evaluation	Comprehensive Evaluation	Comprehensive Evaluation
Provisional Classroom Teachers - Second Year	26	27	20	20
	Comprehensive Evaluation	Comprehensive Evaluation	Comprehensive Evaluation	Comprehensive Evaluation
Provisional Classroom Teachers - Third Year	10	26	27	20
	Comprehensive Evaluation	Comprehensive Evaluation	Comprehensive Evaluation	Comprehensive Evaluation
Total Provisional	63	73	67	60
Probationary Classroom Teachers	0	0	0	0
	Comprehensive Evaluation	Comprehensive Evaluation	Comprehensive Evaluation	Comprehensive Evaluation
Non-Provisional or Non-Probationary Classroom Teachers (4 years of satisfactory evaluations)	Total: 369	Total: 359	Total: 365	Total: 372
	Comp: 45	Comp: 35	Comp: 41	Comp: 61
	Focused: 324	Focused: 324	Focused: 324	Focused: 311
Total classroom teachers on a Comprehensive:	108	108	108	121
Total classroom teachers on a Focused:	324	324	324	311
Certificated Support Personnel - SLP, OT, PT, Psychologist, Counselors, Nurses, Instructional Coaches,	Total: 62	Total: 62	Total: 62	Total: 62
	Long 18	Long 18	Long 18	Long 10
	Short 44	Short 44	Short 44	Short 52
Librarians	Total: 12	Total: 12	Total: 12	Total: 12
	Long 1	Long 1	Long 1	Long 0
	Short 11	Short 11	Short 11	Short 12

Criteria 1 – Component 1 - Example

Unsatisfactory	Basic	Proficient	Distinguished
When the strategy is called for the teacher does not use it or the teacher uses the strategy incorrectly or with parts missing.	The teacher provides a stated learning target (daily) and/or learning goal (longer term) but the learning goal is not accompanied by a scale or rubric that describes levels of performance.	The teacher provides a clearly stated learning target (daily) and/or learning goal (longer term). The learning goal is accompanied by a scale or rubric that describes levels of performance. Additionally, the teacher monitors students' understanding of the learning target/goal and the levels of performance.	The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.

Ms. Turner explained each component of the evaluation schedule and answered the board’s questions. The framework (the idea that there is a process in place) will need to be approved by the board by the first of September. She also explained the pilot and the results of the teachers who were involved. They will not have to participate in the next session except for the ones who received “Basic” in their evaluation scores.

After much discussion about the process Ms. Turner thanked the board for their questions and interest. The board thanked Ms. Turner and Ms. Kathy Sadler, WenEA for all the hours, work and effort that has

gone into this project. Ms. Sadler gave the invitation to the board to visit the classrooms, the teachers are proud of their work and would like to share it with the board, she pointed out. The board thanked her again.

- 3) **Principal Leadership Framework:** Assist. Supt. Jon DeJong presented the following outline of the Principals' Leadership Framework. He gave a brief summary of the history starting with the TPEP Grant that began the process of the framework.

To: WSD Board of Directors
Prepared By: Jon De Jong
Re: Principal Leadership Framework
August 2, 2013

One of the requirements of HB 6696 is that districts must formally approve the leadership framework that will be used for principal evaluation. Once the board has approved a framework, it must be posted to the district's web page.

Last spring I spent some time with principals reviewing the leadership frameworks that had been approved by the state. The decision was made that we would recommend the Marzano School Leadership Framework to the board for approval. Please find attached a copy of the framework that is aligned to the new state criterion for principal evaluation for your consideration.

I am happy to respond to any questions the board might have at your convenience.

The Marzano School Leadership Evaluation Model at a Glance
For Use in the 2013-14 School Year – Version 2.0

Criterion 1	Criterion 2
Creating a school culture that promotes the ongoing improvement of learning and teaching for students and staff.	Providing for school safety.
Domain II: Continuous Improvement of Instruction II (1): The school leader provides a clear vision as to how instruction should be addressed in the school. Domain IV: Cooperation and Collaboration IV (2): The school leader ensures that teachers have formal roles in the decision-making process regarding school initiatives. IV (4): The school leader ensures that teachers and staff have formal ways to provide input regarding the optimal functioning of the school and delegates responsibilities appropriately. Domain V: School Climate V (1) : The school administrator is recognized as the leader of the school who continually improves his or her professional practice. V (2): The school leader has the trust of the faculty and staff that his or her actions are guided by what is best for all student populations. V (6): The school leader acknowledges the success of the whole school, as well as individuals within the school.	Domain V: School Climate V (3): The school leader ensures that faculty and staff perceive the school environment as safe and orderly. V (4): The school leader ensures that students, parents, and the community perceive the school environment as safe and orderly.
Criterion 3	Criterion 4
Leading the development, implementation, and evaluation of a data-driven plan for increasing student achievement, including the use of multiple student data elements	Assisting instructional staff with alignment of curriculum , instruction , and assessment with state and local district learning goals
Domain I: A Data-Driven Focus on Student Achievement I (3): The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals. I (4): The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward achievement goals for individual students. Student Growth SG 3: Provides evidence of student growth that results from the school improvement planning process.	Domain III: A Guaranteed and Viable Curriculum III (1): The school leader ensures that the school curriculum and accompanying assessments adhere to state and district standards. III (2): The school leader ensures that the school curriculum is focused enough that it can be adequately addressed in the time available to teachers. III (3): The school leader ensures that all students have the opportunity to learn the critical content of the curriculum. Domain IV: Cooperation and Collaboration IV (3): The school leader ensures that teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.



The Marzano School Leadership Evaluation Model at a Glance
For Use in the 2013-14 School Year – Version 2.0

Criterion 5	Criterion 6
Monitoring, assisting, and evaluating effective instruction and assessment practices	Managing both staff and fiscal resources to support student achievement and legal responsibilities
Domain II: Continuous Improvement of Instruction II (2): The school leader effectively supports and retains teachers who continually enhance their pedagogical skills through reflection and professional growth plans. II (3): The school leader is aware of predominant instructional practices throughout the school. II (4): The school leader ensures that teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data. Domain IV: Cooperation and Collaboration IV (1): The school leader ensures that teachers have opportunities to observe and discuss effective teaching. Student Growth SG 5: Provides evidence of student growth of selected teachers.	Domain II: Continuous Improvement of Instruction II (5): The school leader ensures that teachers are provided with job-embedded professional development that is directly related to their instructional growth goals. Domain V: School Climate V (5): The school leader manages the fiscal, operational, and technological resources of the school in a way that focuses on effective instruction and the achievement of all students.
Criterion 7	Criterion 8
Partnering with the school community to promote student	Demonstrating commitment to closing the achievement gap
Domain IV: Cooperation and Collaboration IV (5): The school leader ensures that students, parents, and community have formal ways to provide input regarding the optimal functioning of the school.	Domain I: A Data-Driven Focus on Student Achievement I (1): The school leader ensures clear and measureable goals are established and focused on critical needs regarding improving overall student achievement at the school level. I (2): The school leader ensures clear and measureable goals are established and focused on critical needs regarding improving achievement of individual students within the school. I (5): The school leader ensures that appropriate school-level and classroom-level programs and practices are in place to help all students meet individual achievement goals when data indicate interventions are needed. Student Growth SG 8: Provides evidence of growth in student learning.

2 (revised 7/12/13)

<http://www.tpep-wa.org>

Improving Student Learning Through Improved Teaching and Leadership



- 4) **Teacher Leadership Framework:** Assist. Supt. Jodi Smith Payne provided a memo, all the research for the Criterion, Components model in a packet and an “at a glance” summary for the work done on the Teacher Leadership Framework, below: (Ms. Smith Payne made the point that Mr. DeJong did such a good job that they adapted the state framework from his.)

To: WSD Board of Directors

Prepared By: Jodi Smith Payne

RE: Marzano Teacher Evaluation Model

August 2, 2013

Districts must formally approve a teacher evaluation model based on one of three instructional frameworks. Wenatchee district staff have piloted the evaluation model based on the Marzano Instructional Framework and would like to recommend it for board approval. Once approved, the model must be posted to the district’s web page.

Please find attached a copy of the Teacher Evaluation Model by Washington State Criteria.

I am happy to answer any questions you might have.

The Marzano Teacher Evaluation Model At a Glance
For Use in the 2012-13 School Year – Version 1.1

Criterion 1	Criterion 2	
Centering instruction on high expectations for student achievement.	Demonstrating effective teaching practices.	
Component 1.1: Providing Clear Learning Goals and Scales (Rubrics) Component 1.2: Celebrating Success Component 1.3: Understanding Students’ Interests and Backgrounds Component 1.4: Demonstrating Value and Respect for Typically Underserved Students	Component 2.1: Interacting with New Knowledge Component 2.2: Organizing Students to Practice and Deepen Knowledge Component 2.3: Organizing Students for Cognitively Complex Tasks Component 2.4: Asking Questions of Typically Underserved Students	Component 2.5: Probing Incorrect Answers with Typically Underserved Students Component 2.6: Noticing when Students are Not Engaged Component 2.7: Using and Applying Academic Vocabulary Component 2.8: Evaluating Effectiveness of Individual Lessons and Units

Criterion 3	Criterion 4	Criterion 5
Recognizing individual student learning needs and developing strategies to address those needs.	Providing clear and intentional focus on subject matter content and curriculum.	Fostering and managing a safe, positive learning environment.
<p>Component 3.1: Effective Scaffolding of Information Within Lessons</p> <p>Component 3.2: Planning and Preparing for the Needs of All Students</p>	<p>Component 4.1: Attention to Established Content Standards</p> <p>Component 4.2: Use of Available Resources and Technology</p>	<p>Component 5.1: Organizing the Physical Layout of the Classroom</p> <p>Component 5.2: Reviewing Expectations to Rules and Procedures</p> <p>Component 5.3: Demonstrating "Withitness"</p> <p>Component 5.4: Applying Consequences for Lack of Adherence to Rules and Procedures</p> <p>Component 5.5: Acknowledging Adherence to Rules and Procedures</p> <p>Component 5.6: Displaying Objectivity and Control</p>
<p>Student Growth 3.1: Establish Student Growth Goal(s)</p> <p>Student Growth 3.2: Achievement of Student Growth Goal(s)</p>		

The Marzano Teacher Evaluation Model At a Glance
For Use in the 2012-13 School Year – Version 1.1

Criterion 6	Criterion 7	Criterion 8
Using multiple student data elements to modify instruction and improve student learning.	Communicating and collaborating with parents and the school community.	Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.
<p>Component 6.1: Designing Instruction Aligned to Assessment</p> <p>Component 6.2: Using Multiple Data Elements</p> <p>Component 6.3: Tracking Student Progress</p>	<p>Component 7.1: Promoting Positive Interactions about Students and Parents – Courses, Programs and School Events</p> <p>Component 7.2: Promoting Positive Interactions about Students and Parents – Timeliness and Professionalism</p>	<p>Component 8.1: Seeking Mentorship for Areas of Need or Interest</p> <p>Component 8.2: Promoting Positive Interactions with Colleagues</p> <p>Component 8.3: Participating in District and School Initiatives</p> <p>Component 8.4: Monitoring Progress Relative to the Professional Growth and Development Plan</p>
<p>Student Growth 6.1: Establish Student Growth Goal(s)</p> <p>Student Growth 6.2: Achievement of Student Growth Goal(s)</p>		<p>Student Growth 8.1: Establish Team Student Growth Goal(s)</p>

Discussion:

- Rubrics are set and cannot be changed.
- Evidence is not set, so we can work with it.
- That allows us to spend time on the evaluation process.
- Gives us a description of what good leadership looks like.
- The actual process makes this work for us.
- We also need to make sure the evaluation process is meaningful.
- It was decided that this would be good material for a 2-hour workshop in the fall (rather than at a board meeting).

V. Communications

- President Jesús Hernández shared a letter from Leaders Science Laser Institute about Ron Brown and Mark Helm. They gave them kudos for representing WSD well and thanked us for their contributions.

VI. Superintendent’s Report

- Supt. Flonex shared the upcoming 5-day training for administrators ending with a 2-day Advance. He invited the board to the Leadership Advance and gave details.
- Update report on the progress of WSHS construction, Mr. Flonex also invited everyone to participate in the grounds clean up on Saturday organized by Rotary Club. Open House is on Sept. 26th.
- WSSDA Regional Meeting on Oct. 1st at Wenatchee.

MEETING ADJOURNED: Board President Jesús Hernández adjourned the meeting at 8:40 p.m.

President

Superintendent

Date