

Wenatchee School District



Minutes of Feb. 21st, 2014 – 8:15 p.m. - 3:30 p.m.
NCESD Building

Board Members Present

Laura Jaecks, President
 Jesús Hernández
 Jennifer Talbot
 Robert Sealby
 Walter Newman, V.P.

Staff Present

Brian Flores, Superintendent
 Cabinet

I. Board Workshop

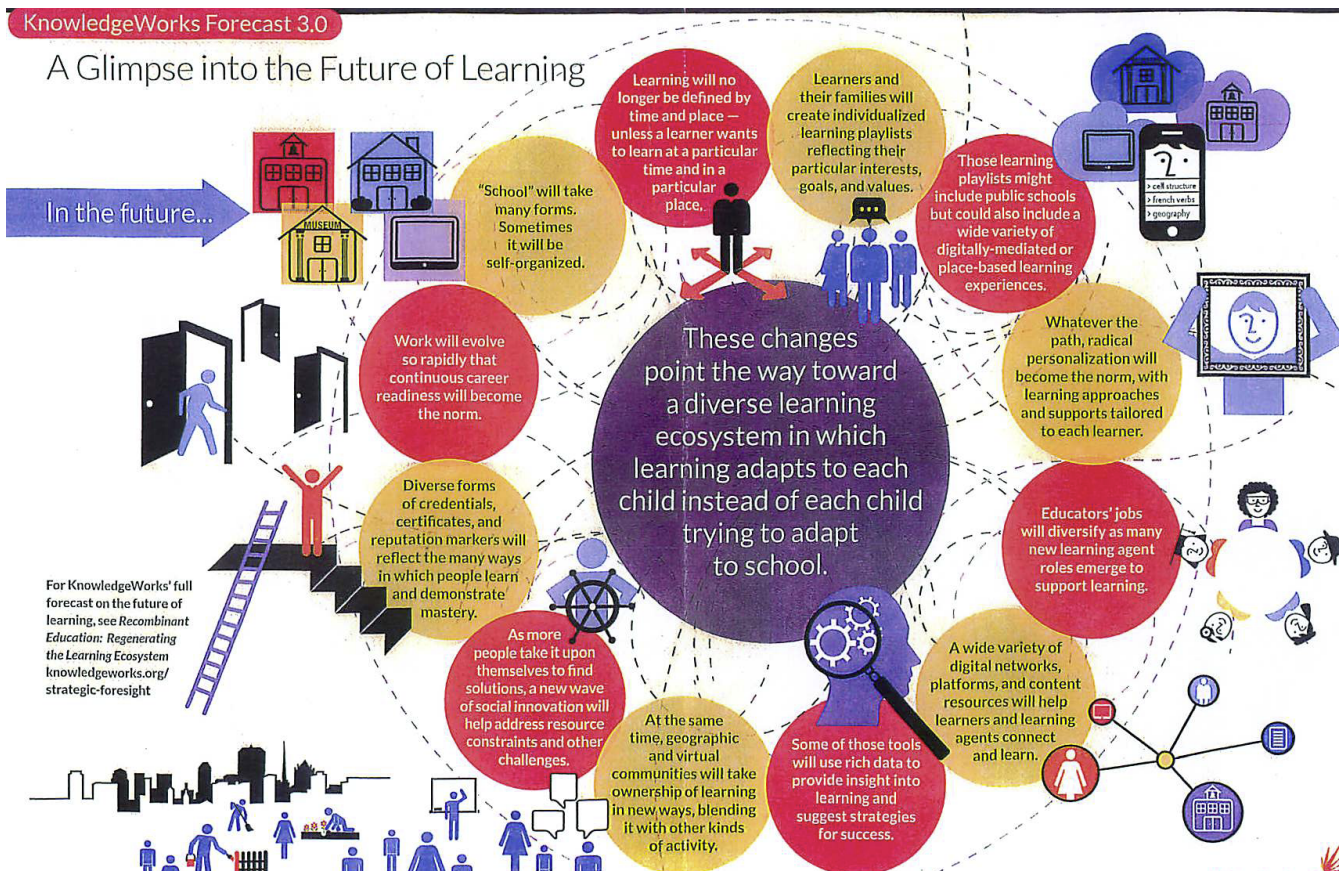
Superintendent Flores opened the workshop with a summary of the agenda review done earlier in the week.

Section 1

Wenatchee School District – Strategic Vision- District Webpage:

Mr. Flores cruised through the Strategic Vision webpage to give a more clear view and understanding of the mechanics of the site.

KnowledgeWorks Forecast 3.0: Mr. Flores share the following handout and discussed the Fly-Wheel concept.



Discussion points:

- Driven by standardized testing prevents creative learning – we are evaluated on those terms
- CTE required to track post graduate data, available for review
- Formal tracking and comparison package could cost \$7,000 – \$10,000
- Website walk through:
 - Vision To be the Best
 - Personalized Education System

Section 2

Strategy 1- Design the personalized learning system of the future

- Students Exploring Career Paths
- STEM/Project Based Learning
- More Positive and Safe Learning Environment- PBIS Framework

Strategy 2- Tap the power of our whole community

- Wenatchee Connect- Partnership Center – Rufus Woods and Diana Haglund interview video shown to the board, by Chet Harum.

Creation of the Wenatchee Learns Partnership Center

Tenant improvement have been completed, equipment, furniture and supplies ordered for the office space at 2 S. Mission Street. Work orders have been placed for the installation of technology and blinds. Furniture is delayed by two weeks because of the winter holiday and expected to arrive 2/14/14. We have rebranded the volunteer and partnership center as **Wenatchee Learns Connect**. A new logo and vision statement have been developed. The Wenatchee Learns Connect team along with a variety of community members presented an update to the board in January.

Vinyl window signage with our logo, website and phone number is being created by Doug Merrill's tech lab students. A signage proposal is being developed by Graybeal Signs for an exterior blade sign. White boards, short throw projector and flat panel tv are being installed. Custodial support and IT support services have been finalized. We have discovered that there is a problem with fiber at the office building and are working with Localtel and the PUD to rectify the problem so we have adequate internet speed.

Plans are being made to host a "we've moved" event for district staff to come and see our new office space and in the event that Governor Inslee comes in the Spring we will host a VIP event. The official launch of the wlConnect will happen after labor day. A member of our community advisory committee is assisting with the development of a tactical marking plan for the roll out of Wenatchee Learns Connect in the fall.

- Parent Partnership Program

Parent/Volunteer/Partner Engagement

We have categorized existing volunteer opportunities into broad categories making it easier for prospective volunteers.

- **Teammate (General Volunteer)** - *General school help, competition judge, chaperones etc.*
- **Virtual Career Coach** - *Answer questions about your job/profession/business online*
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- **Service Learning** - *Offer students the ability to learn skills while serving our community as volunteers*
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Work will begin on addressing the need to amend our District volunteer policy so that it aligns with our new systems and is more clear and concise. Melissa will also focus on aligning existing parent involvement program under Wenatchee Learns Connect as well as develop training and orientation materials for new volunteers and school staff. The Wenatchee Learns website is being finalized. The new site will temporarily reside on a google site. The domain will be redirected to the new site by the end of February. The new site will have "portals" for each of our stakeholders to connect into the Career Cruising system. We have secured a \$30 per month/ per school price point for a three-year contact with SignIn. SignIn is the school volunteer and visitor sign in system we hope to use in District buildings to manage and track people and hours spent in our schools. Work flows, training and support documents will be created for school staff once we have finalized a contract.

Mr. Flonas navigated through the Strategic Plan and showed how it will be set up on the webpage for the community to see and follow the districts progress. Suggestion to put tutorial from the help desk to help navigate through the Strategic Plan website.

We envision a Wenatchee renowned for making education personal and a local culture that values learning and is committed to success for all.

Our Vision:

Our Daily Discipline:

Our Purpose:

People First:

- Create relationships that make education more personal
- Teamwork - all we do is built upon by others
- Students care when we care about them
- Every interaction promotes personal connections with our staff, students, parents and community

Our purpose is preparing students with the knowledge and skills for life in the 21st Century

- Nurture and inspire innovation and creativity
- Create flexibility within structure
- Create student centered learning environments
- Nurture collaborative relationships that inspire learning

Discussion followed about:

- Personalizing the learning experience
- Key Objectives relating in the real environments of school classrooms

- How do we change ideas to make real change
- Imagine.... we're there in 5 years
- Common Strategies we are using
- Critical Thinking important element
- Career Cruising – built into the middle school and elementary schools will produce real success for students futures.
- Applied Learning in the classroom
- How does the Tech Center figure into this plan, students go there not because there is nothing else for them and they can't make it in HS but because it has the programs they want and need to be successful and find a possible career.
- What about the possibility of adding “coaches” or staff to assist the counselors in reaching all the students, think outside of the box to reach and help the students in their career goals
- Open up communication to the public and community and parent and students about these many opportunities like the tech center and passport and now career cruising.
- How do we get them to pay attention to these valuable programs?

Assistant Superintendent Jon DeJong directed the following information and discussion.

K-12 Stem Initiative

K-5:

Over the summer teams of teachers STEM-ized the science field experiences. Changes included alignment to the Next Generation Science Standards (NGSS), a focus on an essential question from the NGSS, a design challenge, and a constructivist/investigation based approach. The 2nd grade field experience was completed in the fall and was well received. The remaining field experiences will be completed this spring and will involve some teach training prior to going out into the field.

The K-5 STEM sub-committee has begun looking at current science kits to determine whether they can be aligned to the NGSS and reconstructed to include STEM elements. The intent is to begin piloting one STEM-ized kit per grade level during the 14-15 school year with additional kits to be piloted in subsequent years. If the kits cannot be reused, we will look for an interim solution until such time as it is feasible to conduct a formal adoption process.

K-8

During the 12-13 school year, the K-8 STEM sub-committee was unsuccessful in finding STEM based instructional materials that were aligned to the NGSS. This summer middle school science teachers spent time developing a STEM unit at each grade level. The intent was to determine whether they could use a build-your-own approach to constructing their science curriculum in light of the absence of appropriate materials. The units were taught this fall, and though there were some successes, the general consensus was that teachers want to purchase curriculum, rather than build it. The challenge we face is that it is predicted that instructional materials that are aligned to the NGSS will not be available for another 2-3 years. We have found an east coast non-profit company called Sangari that claims their curriculum is aligned and STEM based. We have used Allen Grant money to purchase units at each grade level and will conduct a limited pilot this spring. The curriculum can be delivered using tablets so we are hoping to get one of our 1 to 1 pilot classrooms to participate. Plans are in motion to offer Project Lead the Way's (PLTW) Gateway to Technology at all three middle schools next year.

9-12

WHS- A group of WHS teachers have been working together to create STEM activities to be taught in different content areas over the course of the year. An interdisciplinary team is currently working on a project that involves building skis/snowboards but includes accounting, a marketing plan, and other content applications. We are hoping to highlight this project at the spring GWATA

technology celebration. Additionally, we have decided to begin implementing the PLTW engineering track during the 14-15 school year. Doug Merrill will be the instructor.

WSHS- Steve Niccum and Hana Butler have worked together to revamp Westside's No Child Left Inside program so that it is aligned to the NGSS and includes STEM elements.

WVTSC- The Skills Center is working on a plan to offer an Environmental Science STEM program next year. They will run a 14 day summer school program that is available to 9-12 graders. This will provide a terrific promotional opportunity and students can earn .5 credits. The new Environmental STEM classroom is part of the remodel and will be available to students 2nd semester of 2014 -15.

Discussions followed:

- River of Power program experience

- 2nd & 5th grade work experience
- Next Generation Science
- Pilots at grade level
- Common Core Standards set before materials available – teachers challenges
- Plan for pilot this spring, committee looked at materials in the warehouse, exciting, in classrooms in April, applicable to standards
- Kudos to Doug Merrill’s Project “Lead the Way” – Bridge Building
- CTE Program changing curriculum to meet the demands and needs of students
- Creating awareness, enthusiasm to grow organically
- Four projects per year (one per quarter)
- Ski/Snow Board building project, including a marketing class – involving a lot of individuals
- Funding all these changes needs more discussion, a plan is in place
- K-8 Science Coaches and their fresh approach with enthusiasm, come with great credentials and doing some great things for the field experience – they are our experts
- WVTSC is working with their board to be informed about the needed changes and communication

Principal Evaluation Model

We are midway through our first year of implementing the Marzano Evaluation Model. All principals and evaluators have received training on the Marzano Leadership Framework and the iObservation electronic evaluation tool. One of the focuses of our Leadership Academy has been to deepen our knowledge and understanding of the framework and accompanying rubrics and to improve our ability to use the iObservation tool. All except one building administrator are on the comprehensive evaluation. Evaluation evidence is gathered through monthly 1 on 1 meetings between the principals and their evaluators. Unless changes come out of this legislative session, we will stay the course for 14-15.

Focused and Emerging Schools

All three middle schools are in their first year of improvement. Their state required improvement plans have been completed, approved, and entered into Indistar. They are in the process of implementing the plans. Lincoln Elementary is in its second year of improvement. They have made adjustments to their 12-13 plan and are also in the process of implementing. All schools are receiving a limited amount of coaching assistance through the ESD. The district has also provided an additional \$20,000 to support their improvement efforts.

Mr. Fones & Mr. Harum presented the **Career Readiness for a Working Washington Grant** –

In January we were able to purchase the Career Cruising Engage and Inspire Modules. Engage is the student career exploration system and Inspire is the community connections system. We began beta testing Engage with 115+ students at Wenatchee High School and training with the counseling staff at WestSide and WHS. A four-year curriculum road map has been created for deployment of Career Cruising and aligns with OSPI’s Career Readiness Curriculum. Conversations were started with the Wenatchee Valley Chamber to partner on developing a teacher externship program this spring. Cinematography student have started internships with the Wenatchee World to provide a media component to print news stories. We have also partnered with Washington State University Chelan County Extension to offer This 90 hour program focuses on engaging at-risk youth with project based learning in the STEM related professions of natural resource management, environmental science and recreational tourism in order to learn essential career readiness skills for success in college, on the job and in life. Over 8 weeks, students will network with a variety of professionals; actively engage in solving meaningful problems and foster critical 21st Century life and career readiness skills. Our scheduled presentation to the state legislature joint education task force on the grant was postponed. However, Governor Inslee was briefed on our progress and plans to visit Wenatchee in the spring.

We will continue to beta test Career Cruising and train counseling staff over the course of the next several months. The Career Cruising Inspire system website is currently being built and populated with test business/organization and volunteer profiles. GTC and Shiloh Schauer have volunteered to assist as test subjects. A conversion plan is being drafted to transition business that currently offer work based learning to student at WHS into Inspire. We are meeting with the Port of Chelan County, The WVC Center for Entrepreneurship and GWATA to create a project based learning event for 100 students from WestSide, WHS and Skillsource out at Old Station.

We plan to have the curriculum road map finalized and have a plan in place for deployment of Career Cruising by the end of the school year. Changes in the schedule and counseling structure at WHS have created a delay in finalizing delivery. We are exploring the possibility of recording lessons and or incorporating community partners in the delivery of career readiness curriculum. Once Inspire is up and running we will begin training on how to recruit volunteers and businesses into the system and manage those accounts.

Mr. Fones & Mr. Harum presented the **Creation of the Wenatchee Learns Partnership Center**

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Melissa Hernandez was hired as the new volunteer and parent involvement coordinator. Her first day was 2/3/14 however, she will continue her work as the Family Services Coordinator until June.

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Discussion:

- Gov. Inslee invited to Wenatchee Connect opening
- Students and Teachers are using benefits already
- Building partnerships within the community has already started
- Students are exploring careers through WL Connect guidance
- The center is launched and moving fast within the community
- Dennis Conger and Diana Haglund have been recognized state-wide
- Tours and Marketing plans are part of the vision and will be initiated soon
- WL connect has been welcomed and considered a part of downtown culture now
- WL Connect's First Staff Meeting today
- Volunteerism Policies being looked at by Melissa Hernandez/Chet Harum
- Interview between Diana Haglund and Rufus Woods will be added to the Strategic Plan website

Mr. Flonos covered the **Positive Behavior Intervention and Support** executive summary and provided the board with the 2013-14 action plans.

Over the next five years, all K-12 schools will begin implementing the PBIS Framework. The Wenatchee School District will provide training to school teams with a primary focus upon Tier One Implementation. Tier One Implementation is school-wide (universal) and incorporates the development of school-wide rules and procedures, systematic reinforcement, social skills instruction, data-driven decision-making, and parent/community partnerships.

Each year, three schools will experience implementation training. The schools involved in this year's training are: Pioneer Middle School, Columbia Elementary School, and Abraham Lincoln

Elementary School. During the 2014-2015 school year, Foothills Middle School, John Newberry Elementary School and Washington Elementary School are scheduled for Tier One training.

Upon completion of their training, each school will develop a school implementation plan. Based upon input from the PNW PBIS Network and the Wenatchee School District's PBIS consultant, it is a reasonable expectation that schools should be fully implementing Tier One within 3-5 years.

Implementation will be monitored through the School-wide Information System (SWIS) and other identified PBIS assessment tools in order to monitor progress and facilitate data-based decision-making at the building and district level.

The Action Plans were also shared with the board.

Discussion points:

- MYD and PBIS not meant to mesh, two different approaches – there are conflicts
- Tier Model of Intervention is still used in the schools and a part of intervention
- Teachers are trying to meet standards and don't have time to follow multiple steps required in classroom management programs and be creative to make changes (to mesh) that may not be necessary for their classroom model
- General feeling is there is not enough time to manage these programs properly and teach students
- Some parents seem to be confused what program is being used, different ones used at different schools
- System not ready for a total change at this time
- Lincoln seems to be running smoothly with the current model
- The initiation of all new things take time, more time is needed for these changes to mesh
- More value in the positive approach is seen by staff and parents
- Re-naming program and putting our own "brand" on it could be a solution
- Pointed out that there is a lack of communication to teachers, they need more education on what PBIS is all about, can't take more changes when what they have works for most of them when used properly – invitation to visit the classrooms and see it in action working the way it is, one school and a handful of teachers is not a good representation of the whole district
- County-wide decline in community crime, do these kinds of programs have an effect on those results
- Report Card language is better with PBIS reported by K-5 staff

Discussion: There was much discussion about the roll-out of the PBIS system and how it has blended with the current MYD classroom management program. A lot of strong feelings exist between individuals who lean toward either one or the other of the programs/systems. The culture of discipline currently taking place in the district was also discussed. It was suggested by a board member, to come back to this subject at a later date with more facts on how to build understanding slowly within the district.

Section 3

Strategy 3- Use the best tools and resources to advance learning

Ron Brown Director of Technology & Learning opened up the discussion on the technology report that he recently presented to the board at a workshop earlier in the month. He scanned the website for the board to review. It included the following:

- Personal Technology Devices for Learners
- Blended Learning Environments (face-to-face & electronic)
- Phase in Illuminate Data and Assessment System
- Tech Planning

Discussion points:

- E-grade upgrade package will be brought to the board at a later date
- BYOD – (Bring Your Own Device) as opposed to providing devices for students; discussion on the pros and cons.
- Outfitting the high school with devices and software possible with bond or levy money in 2017
- Now 60% poverty level, unable to supply their own devices
- Creative funding is necessary to get this done
- Multiple students in school unable to supply their own devices at this time
- Also easier for the teacher to teach on one device rather than different devices that have different functions and software programs, much more control with everyone on the same device, plus the students can share information more easily.
- There needs to be a lot more investigation beyond what the tech committee has already done.
- Alignment with career and resources
- Community will support the board on technology needs
- More conversation is needed for the future on how it will happen
- Other districts have a lot of success and the students, staff and community supported them
- Pilot Smarter Balanced benchmarks and assessments

The board discussed resources that could get this started, so do we want to move forward. Mr. Brown reviewed the Technology Plan as a wrap-up.

Section 4

Strategy 4- Balancing change for all with excellence for all – Lisa Turner, HR Executive Director presented the following:

- Bargaining- timelines, framework for input gathering
- Recruitment and hiring for 2014-15
- Substitute strategy
- Teacher Evaluation

Step 1

- Review outcomes of other contracts
- Review District Initiatives that impact bargaining
 - HR Processes
 - Control & use of time
 - Operations
 - Direction & Compliance
 - Leadership and Evaluation
 - Initiatives & Incentives
 - Financial and operational flexibility

Step 2

- Preview of contract by legal counsel
- Review CBA – “cover to cover”
 - Substance
 - Legal changes
 - Future scenarios
 - Interpretive
 - Editorial
 - Housekeeping
 - Past-practice

Step 3

- Review issues that have come up with actual contract
 - Grievances
 - Performances and misconduct cases
 - Recruitment & Retention Indicators & Data
 - Professional Development drivers
 - Labor management meetings
 - ULP and other PERC issues

Step 4

- Determine cohort districts for comparisons and benchmarking
 - Collect all wage data for most current year
 - Collect benefit data for most current year
 - Obtain copies of contracts for language review

Step 5

- Draft and prioritize bargaining proposals
- Price proposals
- Prioritize desired outcomes
- Develop Presentation Strategy

Bargaining Contracts

	Current Contract	Open
1 FS Workers	2011 - 2014	2014
2 Business Office	2011 - 2014	2014
3 COASA	2011 - 2014	2014
4 WenEA	2012 - 2015	2015
5 Sec/Tech/Para	2012 - 2015	2015
6 M&O	2012 - 2015	2015
7 Principals	2012 - 2015	2015
8 FS Managers	2013 - 2016	2016
9 Transportation	2013 - 2016	2016
10 Co-Curricular	2013 - 2016	2016

Step 6

- Present draft proposals and costs to school board during closed session
- Gather additional input and priorities from School Board and Superintendent

Step 7

- Review Bargaining Prep Outline (WSPA)
- Anticipate Union Position
- Draft ground rules for first bargaining meeting
- Determine role of each member of District bargaining team – meet and discuss roles

Executive Summary – Human Resource Action Plans

Substitute Strategy

As a district we are experiencing substitute shortages and have job dissatisfaction among our many of our substitute teachers. A meeting was held in January to solicit specific feedback regarding the concerns our subs have. While there are many issues, compensation and a lack of feeling respected and not included are most significant. We are conducting a survey, developed in collaboration with volunteer subs, of all certificated subs to gather more specific information and potential solutions. Recommendations will be made in March and we will schedule another meeting with the subs to share the plans for the upcoming year. We plan to implement the small, low budget improvements as early as March. Plans for next year will include compensation improvements, orientation and training improvements, and improved communication systems.

Collective Bargaining

We have outlined a specific bargaining process that we will follow for all of our bargaining groups. This process includes timelines for gathering input and parameters from the school board. We will present at the next workshop the schedule of open contracts. We are looking to develop a calendar for planning and preparing for bargaining with school board involvement prior to contract ratification.

Hiring & Recruiting

Last year we started the process of revamping our hiring and recruitment processes. To date we have implemented a new on-line system for application management. We have developed and implemented a step-by-step process for hiring. We have developed a bank of questions for all administrators to draw from aligned to the Marzano Instructional framework.

The next step is the reference checking process and the job posting process. We have developed an outline of the legal requirements and district expectations for reference checking, including forms for consistent application. Administrators will be trained on the reference checking requirements in March. We are formally starting our recruitment program by March 10. This is a significant improvement over past years, in an effort to increase the quality of our applicant pool and to be in the front of the hiring process. The final step to the process is making all the tools available on the web for all administrators. This step is scheduled for completion for the 14-15 school year.

Teacher Evaluation

We have started the first formal year of implementation. We are on schedule with 30% of our classroom teachers on the comprehensive evaluation tool. Through our monthly bargaining meetings we have collected data and feedback on the implementation strategies. We have implemented the electronic monitoring tool iObservation. We have provided training through monthly leadership and principal meetings. We are working with the vendor to develop our final summative comprehensive and focus evaluation forms within the iObservation tool.

Learning & Teaching has developed the teacher academy for training aligned to the framework. Additionally through collaboration with our bargaining team, L&T conducted a job-alike day and provided training on mid-year self-reflection.

We have scheduled a group session in June for all of our administrative team, the WenEA bargaining team and the WenEA executive board to discuss interests collaboratively in preparation of bargaining a second year Memorandum of Understanding for teacher evaluation. The contract is open in 2015 and will required final evaluation language including how evaluation will be included in human resource decisions.

Phase One: Research and Study					
Action Steps (status) What Will Be Done?	Responsibilities Who Will Do It?	Timeline By When? (Day/Month)	Resources Resources Needed (financial, human, political & other)	Process Plan What methods?	Barriers and Challenges What individuals or organizations, policies, or regulations might be challenging and how?
Step 1: Review of systems	HR and Department Administrator	January of open contract year		<ul style="list-style-type: none"> Review outcomes of other contracts Review District Initiatives that impact bargaining <ul style="list-style-type: none"> HR Processes Control & use of time Operations Direction & Compliance Leadership and Evaluation Initiatives & Incentives Financial and operational flexibility 	
Step 2: Review of Contracts	HR and Legal	January of open contract year	<ul style="list-style-type: none"> Budget for cost of legal review 	<ul style="list-style-type: none"> Review of contract by legal counsel Review CBA – “cover to cover” <ul style="list-style-type: none"> Substance Legal changes Future scenarios Interpretive Editorial Housekeeping Past-practice 	
Step 3: Experience Review	HR and Department Administrator	January of open contract year		<ul style="list-style-type: none"> Review issues that have come up with actual contract <ul style="list-style-type: none"> Grievances Performances and misconduct cases Recruitment & Retention Indicators & Data Professional Development drivers Labor management meetings ULP and other PERC issues 	
Step 4: Research and collect data	HR	January of open contract year		<ul style="list-style-type: none"> Determine cohort districts for comparisons and benchmarking <ul style="list-style-type: none"> Collect all wage data for most current year Collect benefit data for most current year Obtain copies of contracts for language review 	
Step 5: Prepare District Position	HR	February of open contract year		<ul style="list-style-type: none"> Draft and prioritize bargaining proposals Price proposals Prioritize desired outcomes Develop Presentation Strategy 	
Step 6: Obtain Superintendent and Board Parameters	HR	February/March of open contract year		<ul style="list-style-type: none"> Present draft proposals and costs to school board during closed session Gather additional input and priorities from School Board and Superintendent 	
Step 7: Final review before going to the table	HR and Department Administrator	Before first bargaining date		<ul style="list-style-type: none"> Review Bargaining Prep Outline (WSPA) Anticipate Union Position Draft ground rules for first bargaining meeting Determine role of each member of District bargaining team – meet and discuss roles 	

Key Objective: Sound Fiscal and Resource Management

Goal: Increase the quantity and quality of certificated substitutes available to our district.

Decision Making Process:

Phase One: Research and Study					
Action Steps (status) What Will Be Done?	Responsibilities Who Will Do It?	Timeline By When? (Day/Month)	Resources Resources Needed (financial, human, political & other)	Communications Plan A. What methods / how often? B. Stakeholder involvement	Barriers and Challenges What individuals or organizations, policies, or regulations might be challenging and how?
Step 1: (Completed) Evaluate current sub usage data	Kelly Lopez Lisa Turner	December, 2013		<ul style="list-style-type: none"> Review of absences by day Review of absences by reason Review of unfilled vacancies 	
Step 2: (In progress) Facilitate a face-to-face data gathering meeting	Kelly Lopez Lisa Turner	January 16, 2014	<ul style="list-style-type: none"> Meeting space Refreshments 	<ul style="list-style-type: none"> Gain understanding of concerns Gather information to develop survey questions 	<ul style="list-style-type: none"> Substitute participation Substitutes are not represented Differences in building daily schedules Differences in building cultures
Step 3: (Not in progress) Complete a survey of all certificated subs	Kelly Lopez Lisa Turner Hanover Research	February, 2014			<ul style="list-style-type: none"> Coordination with Eastmont School District
Step 4: (Not in progress) Benchmark other school district practices	Kelly Lopez Lisa Turner Hanover Research	February, 2014			
Step 5: (Not in progress) Evaluate results of data collection	Lisa Turner Kelly Lopez	March 30 th			

Phase Two: Recommendation to Cabinet

Once the action steps have been completed and the team is ready to make recommendations, the administrator in charge must complete the following steps:					Date Completed
1. Communicate the recommendations to cabinet					April 30, 2014
2. If the recommendations have associated costs, provide an itemized budget estimate that includes revenue sources.					April 30, 2014
3. Once cabinet has approved the recommendations and the estimated budget, the recommendations must be taken out to stakeholders.					May 1, 2014
Phase Three: Implementation and Evaluation					
Action Steps (status) What Will Be Done?	Responsibilities Who Will Do It?	Timeline By When? (Day/Month)	Resources Resources Needed (financial, human, political & other)	Communications Plan A. Who is involved? B. What methods / how often?	Measures How and when will you measure the success of the initiative?
Step 1: (Not In progress) Communicate decision to surrounding districts	Lisa Turner & Kelly Lopez	May, 2014	•	• Share implementation plan with Eastmont, Cashmere, Quincy and Cascade School Districts	•
Step 1: (Not In progress) Update the sub handbook	Kelly Lopez	July, 2014	•	• Post updates on website	•
Step 2: (Not In progress) Mass mailing - information	Kelly Lopez	August, 2014	• Budget for copy and mailing expenses	• Distribute one hard copy to each substitute with changes made	•
Step 3: (Not In progress)	xxx	xxx	•		•

Discussion points:

Bargaining Units -

- Relationships are built between staff and HR
- There is a level of trust with WenEA
- History of Bargaining in WSD, gained flexibility in our district- uncommon model in other districts
- We are unique in our relationship, work together, set goals and communicate
- Bargaining in alignment with long range Strategic Plan
- Kathy Sadler, Lisa Turner, Jon DeJong looked upon as a team
- Asked for board expectations in bargaining classified contracts
- Interest based/positional based
- Key communications with the board on issues
- Workshop in March to help bring the board up to where we currently stand and gain awareness of challenges
- Contracts can be sent anytime the board wants to look at them
- Reference checks could use more rigor in Ms. Turner's opinion – they are currently being done but we could do better, bad hires are usually our problems down the road – Kudo's to Andrea Kromo for her work on improving that area.

Substitute (Guest) Teachers:

- Sub- pool is down and difficult to get subs to cover classrooms when teachers are out for pro-grow
- Issues with substitute teachers - pay, working during prep period/long term subs
- Survey taken – 76 responses
- Lowest pay for subs in area
- Discussion about challenges and requests by the group of teachers
 - Casual Subs
 - Continued Subs
 - Long-term Subs
- Discussion about pay and insurance & how much to bring them up to our co-horts
- Ms. Turner is excited to move forward and tighten up the structure

Budget report and four-year plan: Les Vandervort walked the board through the Enrollment reports and the Budget Status Reports:

Executive Summary: Financial School Improvement Support Model

From: Les Vandervort

Date: February 5, 2014

The new “transparent” BEA funding allocation formula for prototypical schools has enough detail to make your eyes bleed. For finance purposes, September through December uses budgeted numbers to determine the actual amount of funding each district receives. From January through August, actual numbers (enrollment, staff mix, etc.) are used to re-calculate real funding for the year.

I am breaking down this state BEA funding allocation formula to determine the real allocations that each school and funded department would “earn” based on each schools enrollment and other relevant factors (at least according to what SPI thinks).

Although I've started this project, other pressing events keep knocking me back from completion. I estimate I'm about 15% to 20% complete at this point. With lots of luck and a friendly wind, I hope to have a model substantially completed by April, 2014.

Mr. Vandervort gave the board a packet with the following items:

Budget Prep Timeline 2014-15

Enrollment Projection (5 year)

Budget Projection to 2016-17

August 2013 End of Year Budget Report

Draft Resolution for Transfer of Funds

January 2014 Budget Status Report

February 2014 Enrollment Report

**Fund Balance Graphs
Unassigned Percentage
Total Percentage
Total Dollars**

From: Les Vandervort, Chief Financial Officer

Date: February 5, 2014

Re: **August 2013 End of Year Budget Status Reports**

GENERAL FUND With 100% of the fiscal year elapsed, Total General Fund revenues were 99.3% and expenditures were 97.3% of budgeted amounts, respectively.

Total Revenue	\$72,568,025
Total Expenditure	<u>73,961,690</u>
(Deficit)	(\$1,393,665)

Transfer out to Capital Projects Fund	154,000
Total Reduction in Fund Balance	(\$1,547,665)

General Fund Total Fund Balance at 8-31-13 is **\$13,169,635** (17.81%).

Deficit programs include:

Special Ed	(\$882,902)
Juvenile Detention	(\$ 12,475)
Highly Capable	(\$304,316)
Day Care	(\$ 84,655)
Transportation	(\$470,820)

Actual annual average enrollment for 2012-13 was 3.50 FTE less than budgeted (7662.5 actual FTE compared to 7666 budgeted FTE).

Salary and benefits of \$61,422,190 represent 83% of total expenditures. Assuming no staffing or benefit changes (don't hold your breath), these would be considered recurring expenditures.

Most of the remaining \$12,539,500 expenditures are normal operating materials, supplies, and operating costs (utilities, travel, contracts, etc.). Non-recurring type expenditures would include discretionary projects, temporary staff not returning, discontinued initiatives, grant expiration.

The deficit for 2012-13 was planned to address several deferred maintenance issues as well as kick starting the iPad and Wenatchee Learns initiatives.

**Wenatchee School District
August 2013 Budget Status Reports**

CAPITAL PROJECTS FUND The Total Ending Fund Balance at 8-31-13 is **\$383,637**.

The WSHS remodel is substantially completed. The WSHS gym project is in the wings subject to a donor's funding. The Wenatchee Valley Technical Skills Center \$9.5 million project is in progress.

DEBT SERVICE FUND The Total Ending Fund Balance at 8-31-13 of **\$2,551,861** is reserved for payment of bond principal and interest payments which are due each December and June. Revenues consist primarily of property taxes, which are levied annually to provide adequate funds for the bond payments.

The district's 2002 Bonds were refinanced January 26, 2010 through Seattle NW Securities. The net savings in debt service payments to Wenatchee taxpayers is \$1,565,823 through the final maturity date of December 1, 2021. The Debt Service levy for 2014 collection is \$2,400,000.

ASB FUND Revenues are 82.4% of the amount budgeted for the year. Expenditures are 91.8% of budget. The Total Ending Fund Balance is **\$431,577**.

TRANSPORTATION VEHICLE FUND The Total Ending Fund Balance is **\$248,897**. Due to uncertain funding, no buses were purchased in the 2012-13 school year. A major engine rebuild for one bus was completed. One bus is on order for the 2013-14 school year.

From: Les Vandervort, Chief Financial Officer
Date: February 18, 2014
Re: **January 2014 Budget Status Reports**

GENERAL FUND With **42%** of the fiscal year elapsed, Total General Fund revenues were **39.8%** and expenditures were **39.1%** of budgeted amounts, respectively.

General Fund Total Fund Balance at January 31, 2014 is **\$13,193,315** (16.6%).

January is the first month OSPI adjusts funding allocations based on actual enrollment and claims rather than budgeted amounts.

Both enrollment and cash flow are normal and anticipated.

A transfer of funds resolution from General Fund to Capital Projects Fund for the purchase of Valley Academy property and expenditures related to an energy grant is being prepared for February 2014.

CAPITAL PROJECTS FUND The Total Ending Fund Balance is **\$116,142**.

Although the Westside remodel is substantially complete, a payment of about \$1.2 million will eventually be due for the energy grant piece of the project. The district will receive about \$810,000 from the state to offset about 2/3 of this energy project cost.

Wenatchee Valley Technical Skills Center \$9.5 million project is in progress.

The low cash balance in Capital Projects requires a delicate dance between payments and receipts. The transfer of funds will mitigate that angst.

The sale of bonds (yeah!) later this year will mark the beginning of the construction period to upgrade facilities. I don't have a construction schedule at this time.

DEBT SERVICE FUND The Total Ending Fund balance of **\$1,546,451** is reserved for payment of bond principal and interest payments which are due each December and June. Revenues consist primarily of property taxes, which are levied annually to provide adequate funds for the bond payments.

The district's 2002 Bonds were refinanced January 26, 2010 through Seattle NW Securities. The net savings in debt service payments to Wenatchee taxpayers is \$1,565,823 through the final maturity date of December 1, 2021.

The Debt Service levy for 2014 collection is \$2,400,000. The sale of bonds will not change that assessment.

ASB FUND Revenues are **43.7%** of the amount budgeted for the year. Expenditures are **28.7%** of budget. The Total Ending Fund Balance is **\$609,251**.

TRANSPORTATION VEHICLE FUND The ending fund balance is **\$106,583**. Due to the inconsistency in state depreciation funding, bus purchases will be made only when funds are actually received by the district. The current balance is not enough to purchase another bus till 2014-15. The district expects to receive \$215,555 depreciation August 2014.

All charts and reports are available for review.

Mr. Vandervort reported that the next budget will be released from the legislature in the middle of March. He also clarified the enrollment numbers for the board and answered their questions.

Discussion points:

- Possibilities of more money from the state
- Energy grants cost the district also
- August will be the end of the year budget report
- 3% raise for everyone after several years of no increases in the district
- Budget Bond Counselor for selling of bonds, discussion continued about the engagement letter and the conversation of the phone conference with Jim McNeill
- Seattle NW Securities have a good relationship with the district

After much discussion on using a financial counselor for selling of our bonds the board decided to move forward with that plan.

Mr. Vandervort provided the following Key Objective: Sound Fiscal & Resouse Management document.

Key Objective: Sound Fiscal and Resource Management

Goal: Financial School Improvement Support Model

Decision Making Process: How is the decision going to be made and who is involved in the decision? Good Question

Phase One: Research and Study					
Action Steps (status) What Will Be Done?	Responsibilities Who Will Do It?	Timeline By When? (Day/Month)	Resources Resources Needed (financial, human, political & other)	Communications Plan A. What methods / how often? B. Stakeholder involvement	Barriers and Challenges What individuals or organizations, policies, or regulations might be challenging and how?
Step 1: Deconstructing SPI's BEA apportionment formula and creating allocation spreadsheet specific to WSD (In progress)	Les Vandervort	Depends on where this falls relative to other priorities	• Time • BEA Apportionment Formula (1191)	• As needed • Cabinet	• Financials are a moving target as enrollment changes each month. • Ongoing tyranny of the urgent – daily business office issues • Legislature may change formula • Note: This is about BEA funding only (excludes Special Ed, Special Programs, Food Service, Transportation, Grants, any non-BEA)
Step 2: Accumulate staffing and other data to compare to formula (Not In progress)	Les Vandervort & Lisa Turner	Ditto above	• Time • BEA Apportionment Formula • S-275 / 1801 • Staffing Matrices	• As needed • Cabinet	• Lots of people to identify and assign to buildings / programs • Formula is "prototype" and will never match any district's actual distribution of staff
Step 3: Compare SPI model to Hanover's models Who's making a recommendation and about what? (Not In progress)	Les Vandervort & Lisa Turner	Ditto above Depends on when Hanover analysis is available	• Time • Hanover studies	• As needed • Cabinet	• Questions: • What is the purpose of an "improvement model"? - Distribute based on "Equity" (what does that mean?) - Based on "performance" (based on demographics (culture, language, speed, other?) Comparing to local, state, national, international? What programs within BEA do we want to "break-even"? BEA District responsibility to add money for "focus" schools? What is BEA district vs building/program responsibility?

Phase Two: Recommendation to Cabinet	
Once the action steps have been completed and the team is ready to make recommendations, the administrator in charge must complete the following steps:	Date Completed
1. Communicate the recommendations to cabinet	xx
2. If the recommendations have associated costs, provide an itemized budget estimate that includes revenue sources.	xx
3. Once cabinet has approved the recommendations and the estimated budget, the recommendations must be taken out to stakeholders.	xx

Phase Three: Implementation and Evaluation					
Action Steps (status) What Will Be Done?	Responsibilities Who Will Do It?	Timeline By When? (Day/Month)	Resources Resources Needed (financial, human, political & other)	Communications Plan A. Who is Involved? B. What methods / how often?	Measures How and when will you measure the success of the Initiative?
Step 1: (Not In progress) xxx	xxx	xxx	• xx	• xx	• xx
Step 2: (Not In progress) xxx	xxx	xxx	• xx	• xx	• xx
Step 3: (Not In progress) xxx	xxx	xxx	• xx	• xx	• xx

Early Exit Proposal: Chet Harum summarized the following:

Early Exit is a Federal and State approved/regulated instructional delivery model for our students who are English Language Learners. The WSD has been using this instructional delivery model for many years. Over the course of the last two years Special Program's has been studying the effectiveness of this model. We have studied how students are placed into this program model in each of our elementary schools, student qualifications, and model success. We discovered that many of our students who may qualify for placement are not always best served in the manner in which we place them. Some issues that have been discussed are;

- Teachers have expressed that there is not enough time to develop effective language transition by the end of third grade,
- It has been a challenge to find strong resources in the student's primary language that effectively transitions them to English
- Teachers often feel isolated, as it is difficult to collaborate with English speaking classrooms.
- Often families qualify, as Spanish is the primary language spoken in the home, but students actually speak, read and understand English better. Teachers tell us these students would be better placed in English classes.

Many of our elementary schools are experimenting by placing students who may qualify for ELL classrooms due their family's primary language, into English classrooms with support. These students are showing success. As a result, we have begun to look at new Federal/State approved instructional delivery model such as Content ESL or Late Exit.

When a district begins to review and possibly change an ELL program model the state must be contacted for feedback and direction. We recently did so. The feedback we received advised us to slow down and more closely examine our current Early Exit program delivery model. The State suggested the following which we plan to do over the course of the next year;

1. We need to be certain that each program is actually delivering Early Exit model appropriately and with the support needed.
2. Address parent needs.
 - a. We need to consider the language of the home and as kids make transitions as students learn English and their parent do not, we need to be concerned about that, because this separates the kids from parents.
 - b. We need to recognize that families are still Spanish speaking. They still have one language more dominate than the other. We need to build more support for these families.

3. We will need to develop a three-year professional development plan to better address buy in and full implementation of Early Exit.
 - a. We need to take a look at the practices of the teachers.
 - i. Provide more training for teachers
 - b. Increase the student's Spanish literacy not just English proficiency
 - i. Decide what training are we giving to teacher to be able to do this.
 - c. Look at job embedded professional development

Mr. Harum explained the 3-year plan and explained that a new person will be heading up this program next year. He clarified the information and answered the board's questions.

Common Core State Standards Implementation: Jodi Smith Payne presented the following and explained the difficulty of implementing this all at once since there are no materials available to teach content standards required. A pre-test and post-tests taken to see the improvements and assessment of progress. Ms. Smith Payne shared the following executive summaries to the board:

Awareness and Initial Implementation of the Common Core State Standards

Assistant Superintendent Jodi Smith Payne shared the following information with the board.

- Continuing to offer professional development (scales, pacing guides, assessment)
- Beginning to research curriculum aligned to content and practice standards
- Providing interim curriculum – Open Educational Resources (OER)
- Continuing to review Smarter Balanced Assessments
 - Released items
 - Item bank in Illuminate
 - Pilots this spring

Elementary Reading

Due to the K-5 Reading Initiative, our emphasis has been on the Common Core State Standards in English Language Arts. Teachers have identified priority standards and worked together to refine Marzano's scales. District experts have analyzed existing reading curriculum for alignment to the standards, resulting in the Red Notebook, a yearlong map that identifies and paces our materials. Some staff are asking for a new adoption that offers a seamless instructional resource, rather than a collection of materials.

Elementary Writing

In writing, we have adopted *Writing Fundamentals*, a program of units that are aligned to the Common Core. *Writing Fundamentals* has been implemented at grades 3-5 with plans to implement it at K-2 next fall. A strength of this program is the way it presents reading and writing as interrelated.

Elementary Math

We are at the beginning stages with math at elementary. We have introduced the standards and examined Smarter Balanced Assessment items. As staff expressed frustration with our current adoption, we offered support for implementation of an online curriculum, *Georgia Math*. Approximately 40 teachers across the district are using *Georgia Math* as their core math curriculum this year. We are pre and post testing all of students to see if this program produces different results than our current curriculum.

Secondary Math

At secondary, we have been plugging away at understanding the major shifts in the Common Core Math Standards for several years. The development of pacing guides and common assessments has been a key strategy. The lack of published materials has been a huge frustration, as teachers struggle to find and/or create aligned lessons. This semester, we offered 6th – Algebra 1 teachers an aligned unit that is available through Open Educational Resources, *Engage New York*. They are currently implementing this unit. We are frequently talking with state and regional experts to help us identify high quality curriculum that's "under construction." Because of substantial changes in both content and practice standards, publishers have to create brand new instructional materials, and this is taking time.

Secondary English Language Arts

WHS has developed a curriculum and common assessments that are aligned to the new Common Core Standards in English Language Arts. They are sharing assessment data and instructional strategies as they work on refinements of their curriculum.

Middle School Language Arts will implement the 2014 Springboard Rewrite that is closely aligned to Common Core State Standards and 21st Century Skills. In response to the Instructional Framework, teachers have developed scales and leveled assessments in preparation for the Smarter Balanced assessments they will pilot this Spring. In addition to the Springboard curriculum, many teams are developing targeted interventions to address student needs in the areas of fluency and decoding. With the support of the MS Instructional Coach, Kristy Daley, teams are becoming more proficient in the use of NWEA results.

Elementary Reading Initiative

- Expanded DIBELS Next Screener to Grades 3-5
- Continuing to develop teacher knowledge and skill
- Providing appropriate intervention materials
- Researching support for differentiation

A significant action on our Elementary Reading Initiative has been the expansion of our reading screener to grades 3-5. DIBELS Next (Dynamic Indicators of Basic Early Literacy Skills) is given three

times/year to help us identify which students are in need of intervention. We follow-up on the screening with grade level team meetings where teachers analyze their results and plan appropriate interventions. We are developing systems and acquiring instructional materials to help us address the needs of individual students.

We are working to further develop the knowledge and skills of our instructional staff. Our principals and Learning & Teaching staff have identified LETRS (Language Essentials for Teachers of Reading & Spelling) training as foundational knowledge for all elementary classroom teachers and intervention specialists, so we are requiring our staff to complete Module #1 over the next two years. Our internal expert, Susan Miller, will provide this 6-hour training.

Ms. Smith Payne shared the following WSD Road Maps:

K-5 Core Content Calendar of Progress		Elementary Implementation Continuum / Calendar Common Core Standards (CCSS) and Next Generation Science Standards (NGSS)											
		AWARENESS (Introduce)				INITIAL IMPLEMENTATION (Preliminary Use)				FULL IMPLEMENTATION (With Ongoing Review & Refinement)			
		Staff awareness and / or participation in developing the implementation plan											
		Teacher		Principal		Teacher		Principal		Teacher		Principal	
English Language Arts	2011-2014	●	●	●	●	●	●	●	●	●	●	●	●
	2014-2015												
	2015-2016												
Math	2012-2014	●	●										
	2014-2015												
	2015-2016												
Science (NGSS)	2013-2014					○							
	2014-2015												
	2015-2016												

Secondary English Language Arts Calendar of Progress		Secondary ELA Development and Implementation Calendar / Plan Common Core Standards (CCSS) and Smarter Balanced Assessment Consortium (SBAC)											
		AWARENESS (Introduce)				INITIAL IMPLEMENTATION (Preliminary Use)				FULL IMPLEMENTATION (With Ongoing Review & Refinement)			
		Staff awareness and / or participation in developing the implementation plan											
		Teacher		Principal		Teacher		Principal		Teacher		Principal	
Grades 6 - 8	2011-2014	●	●	○	●	●	●	N/A	○	★	●	●	●
	2014-2015												
	2015-2016												
Grades 9 - 10	2012-2014	●	●	○	●	●	○		○	○	○	○	○
	2014-2015												
	2015-2016												
Grades 11 - 12	2013-2014	●	●	○	●	○							
	2014-2015												
	2015-2016												

WSD ROAD MAP

Middle School Development and Implementation Continuum / Calendar
Common Core State Standards (CCSS)

Middle School Math Grades 6 - 8th	Calendar of Progress	AWARENESS (Introduce)				INITIAL IMPLEMENTATION (Preliminary Use)				FULL IMPLEMENTATION (With Ongoing Review & Refinement)								
		Staff awareness and / or participation in developing the implementation plan				District has clear vision and implementation plan for Marzano Instructional Framework (MIF) and Professional Development (P. D.) with yearly area of focus				School District has a process in place to monitor, evaluate, and respond to implementation								
		Teacher		Teacher		Teacher		Teacher		Teacher		Teacher						
		Receive information and copies of CCSS (Woodlee) MIF 4	Crosswalk GLE's and CCSS MIF 4	Begin to develop understanding of instructional shifts in CCSS MIF 4	Examine examples of SBAC items MIF 6	Analyze existing instructional materials for alignment to CCSS MIF 4	Sequence the content of the CCSS by developing year-long pacing guides MIF 1	Prioritize CCSS as appropriate MIF 4	Deepen understanding of CCSS by developing / adapting / adopting scales MIF 1	Begin to develop formative & summative assessments modeled after SBAC items MIF 6	Participate in P. D., i.e., Teacher Academy, Math Leadership Alliance, Instructional Rounds, Workshops on Demand, Jobshadow Library MIF 8	Participate in analysis of CCSS instructional materials for use as interim curriculum or district pilots. MIF 4	Use scales to plan and assess instruction MIF 1, 2, 6, 8	Ensure scales / learning targets are posted and understood by students MIF 1	Use assessments aligned to CCSS MIF 6	Facilitate students self-reflecting and tracking their progress MIF 1	Implement WSD adopted CCSS instructional resources MIF 4, 8	Communicate students' level of proficiency on CCSS to parents MIF 7
6th	2013-2014	○	●	●	●	●	●	●	○		★	○	○	○	○	★	○	★
	2014-2015																	
	2015-2016																	
7th	2012-2014	○	●	●	●	●	●	●	○		★	○	○	○	○	★	○	★
	2014-2015																	
	2015-2016																	
8th	2013-2014	○	●	●	●	●	●	●	○		★	○	○	○	○	★	○	★
	2014-2015																	
	2015-2016																	

Key	
●	Completed
○	In progress
★	Focus
	Not addressed yet

Marzano Instructional Framework (MIF)	
Criterion 1: High Expectations (Scales)	Criterion 5: Learning Environment (Classroom Management)
Criterion 2: Teaching Practices (GLAD)	Criterion 6: Student Data (Smarter Balanced Assessments)
Criterion 3: Differentiation	Criterion 7: Families & Communities (Progress Reports)
Criterion 4: Content Knowledge (Standards)	Criterion 8: Professional Practice (Professional Development)

WSD ROAD MAP

High School Development and Implementation Continuum / Calendar
Common Core State Standards (CCSS)

Secondary Math Grades 9 - 12	Calendar of Progress	AWARENESS (Introduce)				INITIAL IMPLEMENTATION (Preliminary Use)				FULL IMPLEMENTATION (With Ongoing Review & Refinement)								
		Staff awareness and / or participation in developing the implementation plan				District has clear vision and implementation plan for Marzano Instructional Framework (MIF) and Professional Development (P. D.) with yearly area of focus				School District has a process in place to monitor, evaluate, and respond to implementation								
		Teacher		Teacher		Teacher		Teacher		Teacher		Teacher						
		Receive information and copies of CCSS (Woodlee) MIF 4	Crosswalk GLE's and CCSS MIF 4	Begin to develop understanding of instructional shifts in CCSS MIF 4	Examine examples of SBAC items MIF 6	Analyze existing instructional materials for alignment to CCSS MIF 4	Sequence the content of the CCSS by developing year-long pacing guides MIF 1	Prioritize CCSS as appropriate MIF 4	Deepen understanding of CCSS by developing / adapting / adopting scales MIF 1	Begin to develop formative & summative assessments modeled after SBAC items MIF 6	Participate in P. D., i.e., Teacher Academy, Math Leadership Alliance, Instructional Rounds, Workshops on Demand, Jobshadow Library MIF 8	Participate in analysis of CCSS instructional materials for use as interim curriculum or district pilots. MIF 4	Use scales to plan and assess instruction MIF 1, 2, 6, 8	Ensure scales / learning targets are posted and understood by students MIF 1	Use assessments aligned to CCSS / SBAC MIF 6	Facilitate students self-reflecting and tracking their progress MIF 1	Implement WSD adopted CCSS instructional resources MIF 4, 8	Communicate students' level of proficiency on CCSS to parents MIF 7
(Alg / Int 1)	2013-2014	●	●	●	●	●	●	○	○		★							
	2014-2015																	
	2015-2016																	
(Geo / Int 2)	2013-2014	●	●	●	●	●	●	●			★							
	2014-2015																	
	2015-2016																	
(Alg 2 / Int 3)	2013-2014	●	●	●	●	●	○	●			★							
	2014-2015																	
	2015-2016																	

Key	
●	Completed
○	In progress
★	Focus
	Not addressed yet

Marzano Instructional Framework (MIF)	
Criterion 1: High Expectations (Scales)	Criterion 5: Learning Environment (Classroom Management)
Criterion 2: Teaching Practices (GLAD)	Criterion 6: Student Data (Smarter Balanced Assessments)
Criterion 3: Differentiation	Criterion 7: Families & Communities (Progress Reports)
Criterion 4: Content Knowledge (Standards)	Criterion 8: Professional Practice (Professional Development)

Discussion:

- Implemented all at once
- Lack of content materials
- K-5 pre-test and post-test comparisons
- Showing improvements in reading
- Building understanding with the teachers
- We need to pace ourselves and align resources
- Road Map documents are a communication tool
- Is this lofty undertaking realistic?
 - Shared at superintendents meeting day before
 - OSPI deputy superintendent taking Road Map documents back to Olympia to show them the scope of what they are doing to the school districts
 - Many schools not ready or able to take the tests on computers, impossible to have enough computers plus no materials to teach them
 - Not feasible, a lot of work and time, just like the WASL, impossible task- no planning
 - Student growth may be incorporated into the evaluation tool

Much discussion followed on the scope and feasibility of this task. Mr. Flones suggested a board workshop just for this subject in the near future. The board agreed that would be a good idea.

Teacher Academy

- Focused on Marzano Instructional Framework
- 32 Teacher Academy Modules offered during the 2013-14 school year
- 275+ Teachers have participated as of February 2014
- Additional modules have been created and delivered based on teacher and principal request.

In an effort to support teachers as they address their professional goals, the Teacher Academy offers several modules delivered by coaches, teachers, and administrators after school. Teachers have the opportunity to collect clock free hours while deepening their knowledge of instructional strategies, data analysis, and assessment options to name a few.

Documents for the following were given to the board to review.

Principal Evaluation Model Implementation: Document supplied for review

Risk Management Action Plan Update, Feb 2014: Document supplied for review:

What has been accomplished:

- I. Top Ten priorities per Canfield & Associates have been established.
- II. Risk Management website has been developed and is accessible from Home Page under Support Services.
 - A. <https://sites.google.com/a/wenatcheeschools.org/wsd246riskmanagement/home>
 - B. This website will be a continual work in progress as the role and scope of Risk Management continues to be defined and refined.
- III. Coordination between Wenatchee Fire & Rescue has been established for Risk Management to accompany engine crews on all building inspections and observed fire drills within city limits.
 - A. This has already proved very value added for both entities.
- IV. Observation of lock-down drills with Safety & Security at two buildings, WestSide and Newbery, for enhanced understanding.
- V. Risk Management has been involved in several significant accident reports and investigations with the results of:
 - A. Timely involvement of Wells Fargo, our local district insurance representation, and Canfield & Associates when claims are opened.
 - B. Better understanding of the accident reporting system and needed improvements.
 - C. Better understanding of the roles of Wells Fargo, Canfield & Associates, and the working parts of claims and litigation needs and services to the District.
 - D. Identification of hazardous conditions with recommended resolutions. E.g.
 1. Pioneer improved method of jump-box exercise to reduce risk of injury.
 - E. Potentially difficult situations between the district and individuals have been resolved or working toward resolution, positively. E.g.
 1. Football game towing incident
 2. Pioneer student assault
- VI. Water Recreation Field Trip Process is complete and functional with some valuable side-benefits
 - A. The WRF process has been adapted for use to serve several a-typical field trip needs such as snow-shoeing, camping, and overnight field trips to hotels with pools. Risk Management has been involved to ensure sure these trips have parental informed consent of the activities and safe conditions.

What is being accomplished now:

- I. WHS Senior Party
 - A. This is now a High School Event
 - B. Working with Bob Celebrezze and Tami Walters to accomplish four Risk Management goals:
 1. District supervision of the event.
 2. Informed consent (utilizing modified WRF form) by parents for all graduating students attending.
 3. All service providers (bouncy-toy, mock gambling, hypnotist, etc.) are under proper contract with the district with appropriate insurance.
 4. An injury response similar to that at any athletic event, due to the athletic nature of some of the activities.
- II. Migration the three separate non-employee incident/accident reporting forms and processes to one single seamless online reporting process with database tracking.
 - A. The need for this became apparent on the investigation by Safety/Security and Risk Management of the Pioneer student on student assault incident and injury.
 - B. Studying and designing the system with Bob King.
 - C. Working with Laurie Hunter to develop the Google Drive reporting form and database with spreadsheet data-mining capability.
 - D. Reviewing requirements with major stakeholders including
 1. Athletics
 2. Food Service
 3. Transportation
 4. Nurses
 5. Select administrators
 - E. Process design can be viewed at <https://docs.google.com/a/wenatcheeschools.org/document/d/1yMWRtjVyFIMHEeBlcNsFYBe5>

[PGpekKcXyloxP3eLENg/edit?usp=sharing](https://docs.google.com/a/wenatcheeschools.org/drawings/d/1EFw5W3vHepJlv6CD9VcoJS1LsvmdIrErkxJENldd4o/edit?usp=sharing)

- F. Form process flowchart can be viewed at <https://docs.google.com/a/wenatcheeschools.org/drawings/d/1EFw5W3vHepJlv6CD9VcoJS1LsvmdIrErkxJENldd4o/edit?usp=sharing>
 - G. Actual form in process can be viewed at <https://docs.google.com/a/wenatcheeschools.org/forms/d/1XQ3cYZVOo5ataSiNug91jRqty-LysTHRHDB9EPHPEGw/viewform>
 - H. Intent when functional is to begin use by Safety Security staff and Risk Management for entry of incident and accident reports in order to test system and evaluate the reporting outputs.
- III. Consulting resource.
- A. Developing my ability to be a risk management resource and conduit to resources for schools and departments.
 - 1. Participating as Risk Manager in review of athletic facilities upgrades and plans.
 - 2. Investigating accidents and injuries always with an eye to how to prevent in the future through improved processes or facilities.
 - B. Contract review for liability exposure. For example, review of:
 - 1. Local/Tel Guardian Services contract for Safety & Security before board approval.
 - a) Resulted in substantial amendment to the boiler plate agreement.
 - 2. Contract with Senior Party hypnotist.
 - 3. Point of contact for building use permit questions.
- IV. Currently tracking ongoing open claims and developments:
- A. Bernstein case. No recent developments.
 - B. Payne case. No indication of attorney retained yet.
- V. Performing Risk Management focused walk-throughs of buildings, facilities, and athletic fields.
- A. Intent is to gather perception and real data for an eventual building risk management inspection plan and form.
 - B. Results have been identification of hazards reported to the building principal for resolution. For example:
 - 1. Unsecured book-shelf in precarious position in hallway. Discussed with principal resulting in project to install additional permanently installed bookshelves with M&O.
 - 2. Advice given to Sunnyslope to improve communication and reduce parent parking in bus lane. (Paint curb yellow, order and install sign on light pole).
- VI. Cooperation with City and County on identification of hazardous pedestrian routes and bus stops in order to help guide City and County Safe Routes to School grant applications to highest school district needs. Involvement of Safety/Security and Transportation in the discussion for information gathering.
- A. A Risk Management / Safety Security meeting with Lewis & Clark staff concerned about parking and student pickup-drop-off safety has resulted in this area becoming a high priority for a potential City public works Safe Routes project.

What is next or What is needed?

- I. Professional Development Training in Risk Management in order to be more focused and effective.
- II. Participate in Washington State Risk Management tele-conferences at ESD monthly.
- III. Develop new ISO processes and forms for:
 - A. Building and Facility Inspections
 - B. Department Risk Management audits/consultations
- IV. Technology
 - A. Investigate better portable technology for facility inspections, ala BJ Kunt'z athletic facility inspections.

Board Executive Session

II. Executive Session

President Laura R. Jaecks read the following statement:
President Statement

The school board will enter into executive session in accordance with board policy 1410 and RCW 42.30.110 to receive and evaluate complaints or charges brought against a staff member and to discuss district enforcement actions, or litigation, or potential litigation to which the district, the board, or a member acting in an official capacity is, or is likely to become, a party.

The meeting is expected to last 60 minutes and no action will be taken.

III . Executive Session & Workshop Adjournment

Executive Session adjourned and workshop reopened at 3:00 pm.

WORKSHOP ADJOURNED President Laura R. Jaecks adjourned the workshop at 3:00 p.m.

President

Superintendent

Date