



Wenatchee School District Special Meeting & Board School Reviews Workshop

Minutes of November 3rd, 2014
District Office – 6:00 P.M.

Board Members Present

Laura Jaecks , President
Jesús Hernández
Robert Sealby
Jennifer Talbot

Staff Present

Brian Flones, Superintendent
Cabinet

**I. Special Meeting
Opening 6 p.m.**

Laura R. Jaecks opened the meeting with the pledge of allegiance. Walter Newman was unable to attend and had an excused absence.

Superintendent Flones presented the following Resolution No. 23-14 to the board for adoption to designate the property as surplus property.

RESOLUTION NO. 23-14

WHEREAS, Wenatchee School District No. 246 (“the School District”), is the owner of the following described real property (“the subject property”):

The Northwest quarter of the Southeast quarter of the Southeast quarter of Section 16, Township 22 North, Range 20 East, W.M., situated in the County of Chelan, State of Washington; EXCEPT the East 300 feet thereof. Also excepting the right of way for a county road known as Circle Street. Containing 5.36 acres more or less.

WHEREAS, the subject property is not subject to an authorized school use; WHEREAS, the subject property is no longer required for school purposes;

WHEREAS, the School District has no foreseeable use for the subject property in the future; WHEREAS, the School District desires to designate the subject property as surplus real property for the purpose of selling the subject property; and

WHEREAS, any sale of the subject property shall be in accordance with Board Policy No. 9271 and RCW 28A.335.090-RCW 28A.335.130.

NOW, THEREFORE, be it resolved by the Board of Directors of Wenatchee School District No. 246 as follows:

- 1. The subject property be and is hereby declared to be surplus.*

The designation of the subject property as surplus is for the purpose of selling the subject property.

ADOPTED at an open meeting of the Board of Directors held on November 3, 2014.

MOTION MADE: Jesús Hernández made the motion to adopt Resolution No. 23-14 as presented by Superintendent Brian Flones.

SECONDED: By Jennifer Talbot

PASSED UNANIMOUSLY

SPECIAL MEETING ADJOURNED: President Laura R. Jaecks adjourned the meeting at 6:05 p.m. and opened the Board School Reviews Workshop.

I. Board Workshop

Superintendent Flones opened the meeting by welcoming all the principals. Jon DeJong provided the following for the board reviews:

Based upon previous reviews, the time will be unstructured and the board will have the opportunity to discuss plans/summaries and ask questions. According to board policy, the plans will need to be approved by the board. You can do that at the very end if you wish, or as you finish with each group of principals.

A couple of changes have been made to the review process. First, you will notice that the Board Review Summary Reports do not include last year’s goals or state assessment results. That change was made due to the fact that most schools did not take the MSP or HSPE. Instead, schools participated in the SBAC assessment field test, which did not provide us with any school data. You will also notice that there are differences between both plans and the summary reports. Orchard, Pioneer, and Foothills are in their second year of improvement and Columbia and Mission View are in their first year. Those schools are required to use the Indistar Improvement Plan, which is built upon 7 school improvement principles. I asked them to provide

you with a summarized version of their plans because the full plans are over 20 pages long. Their board summaries are also built around the 7 improvement principles. Schools that are not in improvement will be submitting Board Review Summary Reports that are aligned to their CIPP plans; those plans are subject focused, rather than based upon the 7 improvement principles. K-8 has CIPP plans in Reading, Writing and Math. 9-12 is responsible for developing plans in Reading, Writing, Math, and Science.

ELEMENTARY SCHOOLS:

The elementary principals provided summaries for reading, math and writing outlining their *Strategies that worked or showed promise & How do you meet the individual needs of students.*

Columbia, Lincoln and Mission View schools provided answers to the *OSPI Indistar Improvement Plan Seven School Improvement Principles* as follows:

#1 - Strong Leadership: The principal keeps a focus on instructional improvement and student learning outcomes. (Principle 1 - Indicator IE06)*

#2 – Ensure that teachers are effective and able to improve instruction: The school sets goals for professional development and monitors the extent to which the staff has changed practice. (Principle 2 – Indicator P2IF-14)

#3 – Redesign the school day to include additional time for student learning and teacher collaboration: The school monitors progress of the extended learning time programs and strategies being implemented and uses data to inform modifications. (Principle 3 - Indicator IVD05)*

#4 – Strengthen the school’s instructional program: All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. (Principle 4 – Indicator P4-III A07)

#5 – Use data to inform instruction: All teachers monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments. (Principle 5 – Indicator IID12)

#6 – Establish a school environment that improves school safety and discipline and addresses students’ social, emotional, and health needs: All teachers reinforce classroom rules and procedures by positively teaching them. (Principle 6 - Indicator IIC13)*

#7 – Engages families and the community: The school’s Compact includes responsibilities (expectations) that communicate what parents (families) can do to support their students’ learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home). (Principle 7 – Indicator IVA04)*

ELEMENTARY SCHOOLS:

DISCUSSION:

Board Director Jennifer Talbot commented that she felt the *OSPI Indistar Improvement Plan Seven School Improvement Principles* seemed to be good guidelines and A reasonable tool for the schools.

President Laura R. Jaecks asked The Elementary School Principals to join the board for a discussion about their plans, goals and needs:

Bill Eagle, Columbia, pointed out that Columbia looks a little different this year because they are a Focus School as determined by OSPI. They will have the same look as Principal Tim Sheppard’s report at Lincoln. He added that they are encouraged by the process and the staff is happy with it. They are spending a lot of time in the process along with every staff meeting emerged in the process. All of it is based on research so that is encouraging.

Jeff Jaeger, Mission View, added that is the same for Mission View this year. They also are spending a tremendous amount of time on the process but value the time spent, a lot of work on their own and not much support from OSPI, but they are plugging on with collaboration with the other principals. The staff likes the way it has incorporated into MV’s plan.

Director Jesús Hernández understands the faces of poverty and how it makes it tough to work those principles and strategies. He asked what recourses they have or don’t have and that they need to support this overwhelming task.

Mr. Eagle, Columbia, told the board they have four intervention specialist, other schools have only one. He also pointed out that the GLAD program has had an incredible impact. They use tactics to address bullying several days a week with students. Special Programs have help to purchase needed materials. There is a need for additional technology but Columbia teachers are making work with what they have.

Cori Pflug-Tilton, Sunnyslope, shared the different stages of GLAD training, ongoing and how amazing it is, Wednesday and Friday in Sunnyslope. They also use the same strategies as in resources and collaborative sharing with each other - a big part of their efforts also.

Kevin Loomis, Newbery, shared about his resources and the core group, they are training teachers how to use and dig to find the students’ needs and how to address each of those needs. Newbery spends three days looking at data at each level to identify strengths and the needs of students. They have found a huge gap in mathematics. It’s a struggle to pull them out but necessary, but have come a long way with collaboration, we rely on each other to get the job done and grow.

Questions from board members about the math curriculum, principals shared a little about their challenges.

- All levels, elementary, middle schools and high schools are working together to narrow the gap

- Low reading levels at the high school- how can we narrow that gap, if they cannot read at that level how can they learn math is another concern of the board
- Kindergarten conversation and early learning that is developing through community is a needed component
- Very important aspect of the learning experience, if the students come into kindergarten behind then they are playing catch-up the rest of their schooling years and a lot of it goes back to the poverty piece, EL is critical
- Kennewick Model discussed for Early Learning practice

Alfonso Lopez, Lewis & Clark, shared with the board that they have been focusing and putting all their energy for a couple years into reading intervention, a plan is needed district-wide. The students coming from a pre-school are not usually behind when they start. Some local preschools have come to L&C to sit in the classrooms to see what they need to be teaching their pre-schooler students in order to be prepared for kindergarten. That has made a huge difference at L&C. Also high percentage of students that come as secondary language learners need extra attention – L&C is trying to better serve those students.

Keith Collins, Washington Elementary, shared that they have 180 days, only 6 hours a day to get core classes, specialists time, lunch and P.E. in, then testing makes it even more difficult, it's impossible to fit into one day all that we need to do. We need to first find out who needs help and identify the ones who are trying to catch-up then stay on that task, but our structure does not allow that.

Laura Jaecks, board president, made the observation that if students are put into school with more school and no play it would most likely have the opposite affect on them. The board is hearing that we need paraprofessionals and resources, she suggested and asked the question what would happen if we knew which students need to learn to read and put them into full time reading K-2, that may put them in the right direction and opportunity to catch up more easily.

Cori Pflug-Tilton, Sunnyslope, added that they are now getting 3 shots of reading in core, Imagine and additional programs. This hopefully will help find out what exactly the students need. Through these programs something will show up to give a direction to take with each individual student. That helps us to focus and narrow the gap.

Kevin Loomis, Newbery, pointed out that some are able to identify the gaps and teachers address those, this is new for them, but the GLAD program adds the reading component while in math and science also while teaching other curriculums. He suggested we need to have these purposeful hard conversations.

A board director, added that with GLAD, *Indistar*, Engage New York for reading, math and writing, we need to inspire the students to read by using current events, history etc., as carrots. Also by making exciting pullout programs that they look forward to attending.

Alfonso Lopez, Lewis and Clark, also added that pullout programs, intervention, Common Core curriculum, in order to have fewer students falling behind, it is a challenge and something we are addressing now. The energy is devoted to reading, unfortunately, we are still accountable to state for all of the other components. We need to figure out what time we have for intervention.

Board members discussion pointed out that we can't expect teachers to be doing miracles in the classroom everyday, but to be honest, we need to get the help of parents to help their children get caught up. They are giving them to us behind and they need to share in the responsibility to catch them up. If parents don't take the responsibility we can only do our best to help those students in the short time we have them each day. The schools are willing to bring the parents on board as volunteers or to give them guidance, as a possible parenting classes. Also by tracking the progress of those who have parent support and volunteerism, would help us know if we are going in the right direction. Some parents may say it's not their job, but we must persist in bringing them on board.

Bill Eagle, Columbia, added that parent involvement is better than in the past but still have a lot of room to improve.

Jeff Jaeger, Mission View, added that parents can do simple things like getting their students to school on time, making sure they are engaged in intervention, the simple things can add up to help get the students on track.

Kevin Loomis, Newbery, pointed out that sometimes it takes a 1 ½ year to develop a relationship with the parents to just earn their trust, meanwhile you are trying to deal with their student who is getting even more behind. The amount of time it takes to crack through to gain that one component of trust is enormous, and creates a huge challenge for staff.

Cori Pflug-Tilton added that the community reading program helps with 1 child each week at Sunnyslope.

A board member observed that there are people waiting for the opportunity, our teachers simply do not have time to make all this happen. We need to develop that opportunity for more community help as soon as possible.

Greg Lovercamp, Valley Academy, thanked the board for their visitation to Valley. The students and staff really enjoyed sharing their programs. Mr. Lovercamp feels so lucky to have the parent support for his students, particularly the kindergarten level, they come prepared because of parent involvement.

Board discussion of year-round school, did not get support when looked at previously, but it would help with the retention loss element during summer months. Maybe something to further explore again in Thoughtexchange.

MOTION MADE: Jennifer Talbot made the motion to approve all Elementary School Improvement Plans as presented by the Elementary Principals.

SECONDED: By Robert Sealby

PASSED UNANIMOUSLY

MIDDLE SCHOOLS:

Orchard, Pioneer, and Foothills are in their second year of improvement and are required to use the Indistar Improvement Plan, which is built upon 7 school improvement principles, as stated above.

DISCUSSIONS:

The board asked the middle school principals to share with them their ideas.

Mark Helm, Pioneer, shared that his staff is working hard and trying to do the best job they can, they are giving it their best effort.

Mark Goveia, Foothills, during the last three years Foothills has had improved communication as related to placement of students, Special Programs have helped in that process, of identifying the students. DIBELS assessments have helped a lot.

Mark Helm added that there is more communication with all three middle schools, feels more like a team, collaboration is taking place on an ongoing basis.

Board asked the principals to tell them how STEM, technology, after-school programs, intervention is going at the middle school level. Pick one to share with the board, biggest impact.

Discussion followed:

- STEM projects at middle school level shared
 - Mobil iPads, Chromebook labs
 - Two 6th grade iPad classes
 - Science excitement built into programs
 - Trying different electronically grading sending back to students and then back to the teacher
 - A lot out there seems to be working well – Project Based Learning

Mark Goveia shared that iPads are working in the 6th grade core and now the 7 grade classes are exceptionally strong in technology using their own devices, but those are not the only tools used in the teaching process, engagement level is up and that is a measure.

Taunya Brown, Orchard, as far a STEM, to help the poverty piece get beyond that wall - what is going to make things happen is to widen their horizons.

Board member pointed out that we need more inspiration, not enough to get them to dream of a better future. With inspiration will come motivation, their circumstances don't expose them to be motivated due to the depressed home life.

Mark Helm, Pioneer, agrees with the same theme of motivation and inspiration, extension activities can help that to happen, and with that some students will excel.

Taunya Brown, Orchard, pointed out the Project Lead the Way has proven vocabulary, reading way ahead of others, hide the carrot in the cookies, just diving in and doing it can find success.

Mark Goveia, Foothills, hope and inspiration is vital in a student's growth in school and academia. Mr. Goveia thanked the board for the visitation to Foothills, the students enjoyed hosting the board. Mr. Goveia added that it is important to have a positive environment so they can have hope and believe they can find success at whatever they put their mind to, relationships can provide inspiration to be successful later on also, that is why the school environment is vitally important. The atmosphere of hope and love for our students will help them to succeed, we must provide this for them at school.

A board member again brought up the idea of motivation in the context of hope and inspiration and how, when it comes from the parents, it is an even more important component of students' success.

Taunya Brown, Orchard, shared that Reading 180 curriculum resource for teachers has been fun. There is one set of students at each grade level and we have it at all three buildings. It has motivated students to pick up books when not in class. AVID and student leadership are strong influences for student success.

Mark Goveia, Foothills, told the board that is a tough decision to make, very delicate decision but we get accelerated growth with certain programs. Reading 180 gives that growth in the reading area but we need it in other content areas as well. Mr. Goveia shared about his Leadership workshop at Foothills, where students gave up their weekend to participate and there were volunteers who helped to run it. Students 6th through 8th grades participated. It was an exciting event to see the enthusiasm from the students who participated and they had an overwhelming response.

Mark Helm, Pioneer, shared a process of putting an Irlen colored overlay over a book or paper, it enables the students with certain reading disabilities the ability to see the words and enables them to read. Exciting to see that develop for those students.

A board member asked what way do the schools identify when a student is facing issues and something is wrong. A student in distress, how do you know?

Mark Goveia, Foothills, told the board that is where relationships with the students is important, we need to make connections so we can identify a student as at risk, in trouble. All the staff is pretty sensitive to identifying that student.

Taunya Brown, Orchard, added that teachers are involved with the same group of students so they get to know them and can identify if they display different behaviors. Teachers have the skillset to see it and we know who to call to get the help we may need for that student.

Mark Helm, Pioneer, added that sometimes those students won't come to school, we note their continued absence and follow up with the counselors and get help for them. Some issues are out of our control but that can't stop us from trying to reach out to them.

A board member added they hope that the MS and elementary school counselors communicate about at risk students. Also as we move into WL Connect implementation of volunteers and background checks we need to train these people on appropriate behavior in schools. There needs to be training. Safety should be the top of our list.

MOTION MADE: Jesús Hernández made the motion to approve all Middle School Improvement Plans as presented by the Middle School Principals.

SECONDED: By Jennifer Talbot

PASSED UNANIMOUSLY

HIGH SCHOOLS

Wenatchee High School: Bob Celebreeze presented the following summary for the board's review :

Content Area: READING **School:** Wenatchee High School

Strategies that worked or showed promise:

Teachers are working collaboratively to build quality assessments aligned to CCSS with SBAC questioning. Teams are beginning the process of using the data to determine instructional focus and intervention. Teams are also collaborating on best practices to increase higher levels of learning for students at all levels.

Teachers are still struggling with students arriving at the high school below grade level in reading. Many teachers are seeking out professional development to reach the varied levels of the students.

The intervention work in progress at the middle level is promising for WHS. Our hope is that the strong focus on remedial skills at MS will increase the reading levels entering high school.

How do you meet the individual needs of students?

Students who qualify for remedial reading services are receiving additional time with their core teachers at both the 9th grade and 10th grade levels. Students are receiving more time and support to earn the credit.

Pre-AP and AP classes continue to fill. Many students benefit from the rigorous pathway.

Students needed to pass state assessments are given opportunity after school to submit a COE in both reading and writing.

Content Area: MATH **School:** Wenatchee High School

Strategies that worked or showed promise:

Collection of Evidence class within school day had a 100% passage rate.

Low achieving target students having more instructional time in the LAP classes.

How do you meet the individual needs of students?

By creating Common Formative Assessments where students can identify mistakes and improve their practice.

Allowing students to reassess Common Formative Assessments (tier 2) during class.

Struggling students are offered more time and support.

Diverse curricular offerings in both Math Department and CTE.

Content Area: WRITING **School:** Wenatchee High School

Strategies that worked or showed promise:

Teachers are working collaboratively to build quality assessments aligned to CCSS with SBAC questioning. Teams are beginning the process of using the data to determine instructional focus and intervention. Teams are also collaborating on best practices to increase higher levels of learning for students at all levels. Writing tasks are changing. No longer does a student get to write to a "made up" prompt. Students will need to read specific text and articulate their position on a topic with support from the assigned reading. This is a big step for students. The instruction and assessments are preparing them for the bigger tasks coming their way.

Teachers are continuing to see the need to capture the interest of students. Many students are struggling with relevance in the learning opportunities. The English department, as a team, signed on to be participants in the SHIFT grant offered by Ron Brown. The SHIFT grant will assist teachers in integrating technology into their writing curriculum. Students will be able to use video as well as the written word to tell their story. The increased buy-in from students continues to be a focus.

How do you meet the individual needs of students:

Adapting to student interest and challenge. Pre-AP classes, AP classes, and student selected courses at the 11th and 12th grade level.

Core Success classes offer support for students who need more time with their classroom teacher and the content. We have added programming at the 11th grade level as well. Students are benefiting from the connections with their teachers.

Students struggling to overcome the testing requirements for writing are supported after school to complete the COE.

Science summary and plan was also submitted for their review.

The board also received the CIPP Plans for their review for Wenatchee High School.

WestSide High School – Kory Kalahar presented the following summary for the board to review:

Reading:

Strategies that worked and showed promise:

Building specific contracts that mirror the type of work that is needed to perform and meet standard on the state assessments in Reading and Writing has been one of the most promising practices that we offer at WestSide. Continuing to track the students who are scheduled for testing each year helps keep the process working smoothly and reporting the finding or correlational assignments and activities to the principal helps keep everyone informed.

Our Reading Intervention class helps us take those students who need extra attention in the area of Reading specifically to growth and success very quickly. Each year our students are given intensive interventions in the area of Reading and grow tremendously during this process. See attached results.

How do you meet the individual needs of students?

The individual needs of our students are met through small class sizes throughout the building, allowing students to work

at their own pace in their core academic classes, and through working individually with each student. Our core academic class content is delivered through contracts, which allow the teacher to interact and check in on each student through the course of the class period to answer questions and facilitate essential conversations.

Math:

Strategies that worked or showed promise:

Team collaboration and massaging of the curriculum with the success of students in mind throughout the school year has helped keep this team on track and motivated around student success. Jointly preparing students for the Collection of Evidence (CoE) and the Math ACT has helped give our students the best opportunities for success if they struggle with the End of Course (EoC) exam or the testing environment in general.

How do you meet the individual needs of students?

The individual needs of our students are met through small class sizes throughout the building, allowing students to work at their own pace in their core academic classes, and through working individually with each student. Our core academic class content is delivered through contracts, which allow the teacher to interact and check in on each student through the course of the class period to answer questions and facilitate essential conversations.

Writing:

Strategies that worked or showed promise:

Building specific contracts that mirror the type of work that is needed to perform and meet standard on the state assessments in Reading and Writing has been one of the most promising practices that we offer at WestSide. Continuing to track the students who are scheduled for testing each year helps keep the process working smoothly and reporting the findings or correlational assignments and activities to the principal helps keep everyone informed.

How do you meet the individual needs of students?

The individual needs of our students are met through small class sizes throughout the building, allowing students to work at their own pace in their core academic classes, and through working individually with each student. Our core academic class content is delivered through contracts, which allow the teacher to interact and check in on each student through the course of the class period to answer questions and facilitate essential conversations.

The science portion of the summary and plan was also submitted for their review.

The board also received the CIPP Plans for the board's review for WestSide High School.

Discussion:

- Kory Kalahar, WSHS, shared with the board that they are in the third year of their process for intervention. His concerns are around reassessment. PBIS is a positive process to use for intervention and fills in the gaps.
- Bob Celebreeze, WHS, shared his stats of 2150 students, 114 faculty, 250 staff and they are providing top quality in serving all students. They have 13 pages of offerings for their education. 45% Latino, 58%, complexity of social issues; three assistant principals, all of which are incredible and supervise different departments and areas in the building; a good department chair process; LIT Team involvement. We are excited that we have a true vision that works and it is positive at WHS.
- Board member offered his ideas about the high schools: a person can get whatever he wants out of the district it's up to the students and parents what they get out of it: Social element/Arts that can be developed/talents to academics/sports, a whole range of offerings to choose from. Is it difficult to find a path for students? How is the master schedule working and is it meeting the students needs?
- Bob Celebreeze, WHS, agreed that the students are more successful with parent involvement. He also pointed out the amazing teacher pool at WHS and that the district is so lucky to have these teachers. B.J. Kuntz organizational skills and ability to help with the student success team has been a real asset.
 - 87% students up 2.0
 - 54% students up 3.0
 - working on 100 students not in school
 - Focus on at risk/complicated at times to work with the parents – but will get done, a lot of help from staff
- A board member asked about a science portable, and whether there is a pad for one and Mr. Celebreeze said that there is one available for a science portable, they have been using the LGI as a science classroom, we will need more teachers eventually.
- Kory Kalahar, WSHS, answered the question of needs by addressing the amount of training they are doing with webinars. Attending a 1-2 day conference at the state level would be much more beneficial, hands on with other districts would help teachers learn and understand what is expected of us with all the new requirements. Collaboration is a complex answer when you are dealing with a webinar.
- A board member asked about the Biology 5-quarter requirement and Mr. Kalahar responded by explaining that only a few have gotten through it but we can better gauge their success now that it is a graduation requirement.
- A board member asked questions about students moving from 2 credits to 3 credits in science. The principals explained the process.

The board thanked all the principals for their work and taking the time out of their busy schedules to meet with them.

MOTION MADE: Jennifer Talbot made the motion to approve both high schools Improvement Plans as presented by the High School Principals.

SECONDED: By Robert Sealby

PASSED UNANIMOUSLY

II. Workshop Adjourned

After a discussion of the upcoming school visitation and WHS band fundraiser the President Laura R. Jaecks adjourned the meeting at 7:40 p.m.

President Superintendent Date