



# Wenatchee School District Board Workshop Minutes May 30<sup>th</sup>, 2014 CTC Building

Board Members Present	8:00 – 2:00 PM	Staff Present
Laura Jaecks, President		Brian Fones, Superintendent
Walter Newman, VP		Cabinet
Jesús Hernández		
Jennifer Talbot		
Robert Sealby		

## Opening of Meeting

Laura Jaecks, Board President, opened the board workshop at 8:00 a.m., with the Pledge of Allegiance.

## I. Facilities Business

Bryan Visscher, Dir. of Facilities and Risk Management and John Hultman, Hill International presented the following for approval.

**Short Form Construction Contract** between Wenatchee School District and Pipkin Construction. This contract is to do work on the Mission View Elementary School Pedestrian Safety & Parking Lot Project.

**MOTION MADE:** Jesús Hernández made the motion to approve the Short Form Construction Contract as presented.

**SECONDED:** By Jennifer Talbot

**PASSED UNANIMOUSLY**

**Escrow Agreement** between Wenatchee School District and Leone & Keeble, Inc. Construction. This agreement gives Inland Northwest Bank as the holder of the escrow account for payment while the construction is being done by them.

**MOTION MADE:** Jesús Hernández made the motion to approve the Escrow Agreement as presented.

**SECONDED:** By Walter Newman

**PASSED UNANIMOUSLY**

## VI. Board Workshop

Supt. Brian Fones gave a tutorial on the webpage Strategic Plan and how to maneuver through the pages.

### Strategy One - Design the personalized learning system of the future

#### Key OBJECTIVES:

#### Flexible Personalized Learning System- *OMS Schedule* –

##### Flexible Personalized Learning System

Orchard Middle School implemented several changes during the 2013-14 school year that have dramatically changed how we approach learning on a daily basis.

**Building Schedule:** We moved from a 7-period day (43-minute periods) to a 4-period day (80-minute periods). Each day also includes an enrichment/intervention period of 30-40 minutes depending upon the day of the week.

**Teams:** Two instructional teams were developed for each grade level as well as a building-wide specialist team, thus greatly reducing the number of students seen by individual staff on a daily basis. Grade level teams consist of instructors of Mathematics, Language Arts, and either Social Studies or Science depending upon the semester rotation. Staff now have the opportunity to really get to know their students.

**Special Education:** We have moved to an inclusion model with our Special Education students. With exception of our Life Skills students, Special Education students are no longer pulled out for special services, but remain in all grade level classes with extra support.

**Special Education Co-Teaching:** Our Special Education teachers are now co-teaching within regular education classrooms, assisting any struggling students with their academics.

**Data:** We have developed a data analysis process with systematic procedures for visually tracking each individual student’s personal academic progress in reading and mathematics. Our data analysis has revealed gaps in student learning. We are responding by developing systematic processes for identification and remediation of identified gaps. With district assistance, we are purchasing curriculum (READ 180) and assessment tools (SMI & SRI) Scholastic Math/Reading assessments to meet the needs of struggling students.

**Team Time:** All staff members have 30 minutes each day during which they meet with their respective teams to conduct data analysis, communicate with parents/students, develop behavioral/academic interventions, and collaborate in general regarding student learning.

Our implementation of the above mentioned endeavors has resulted in high staff satisfaction and increased collaboration focused on personalized learning.

**Academic Results**

**Special Education:** Fall to Spring NWEA Data: 90% experienced growth in Reading  
81% experienced growth in Math

**NWEA Yearly Growth Comparison**

**Average Reading Growth**

Grade	Prior to New Schedule (Fall 2012 to Spring 2013)	After New Schedule (Fall 2013 to Spring 2014)
6	5.99	9.76
7	3.79	9.14
8	3.81	6.34

**Average Math Growth**

Grade	Prior to New Schedule (Fall 2012 to Spring 2013)	After New Schedule (Fall 2013 to Spring 2014)
6	5.22	10.45
7	6.31	8.64
8	3.82	8.47

The board would like a depiction of the money that is flowing under each objective. The board agreed the executive summaries are helpful and Mr. Flones asked for perspective on areas that we, the cabinet, can improve on. They will see the budget process as we progress through this process. Mr. Flones told the board that we will have clarifications on some funds on the upgrades in facilities.

OMS:

- Suggested to attend a staff meeting and thank the staff for their successful efforts
- Students love the schedule
- More student achievement is evident
- Fewer behavior problems
- Skeptical teachers have turned around and love the ability to spend more time with kids teaching
- Students more involved and transparent
- WHS is changing this coming year
- FHMS is now talking about it
- Sp Ed is one more reason we need to work out more time with the students
- Discussions about: Low income, poverty level effecting achievement

**Students Exploring Career Paths -Career Readiness Grant update –  
Career Readiness For a Working Washington Grant**

*Diana Haglund, Wenatchee Learns Coordinator*

*Dennis Conger, WSD Career and Technical Education Director*

**Key Action Steps**

Wenatchee Learns Connect, Career & Technical Education and SkillSource Learning Center were invited Olympia to present the progress of the CRWW Wenatchee pilot program to the State Workforce Development Board and to

the Legislative Task Force on Career Education Opportunities. An innovative hybrid curriculum format for a massive online open course (MOOC) called "Wenatchee Learns: Career Ready" has been identified and will be the delivery method for Career Cruising the new web based career exploration system that was purchased with the grant to replace WOIS at WestSide High School, Wenatchee High School and WV Tech. The curriculum aligns with OPSIs Career Readiness Roadmap and is based on creating a flexible learning environment that will ensure fidelity of message and integrates online course work, community member video clips and assemblies related to career readiness themes. Beta testing of Career Cruising from February-April provided training for a 25 teachers and enabled more than 350 students to identify careers and career pathways.

In March we hosted Employment Security Commissioner Dale Peiencke for a visit to the Wenatchee Learns Connect office and participation in the kick off of two of CRWW funded events; Flip the Switch, a project based learning event at the Port of Chelan County and the Building Blocks for Success, a 90 hour paid internship with Washington State University Chelan County Extension that focused on natural resources management and STEM related fields. In April, 40 students participated in Flip the Switch and developed business plans for the use of 15 acres of land at the Port and nine students participated in the Building Blocks internship finished up their experience with an overnight hike and trail experience.

90% of the \$60,000 grants funds have been used to purchase a three-year license for Career Cruising (\$32,000) and to fund the events that have taken place this year related to Career Readiness.

### ***Implementation plans***

Currently, Freshman, Sophomores and Juniors at WHS are starting to populate Career Cruising during PAWS time. Trained CTE staff is facilitating 30 minute session with the help of a cadre of students that have already completed the first step during our beta testing. We are on track to reach our goal of having 1300 students "migrate" from WOIS by creating their accounts and completing the 116 question assessments to identify a career goal and pathway. This will enable us to start the 2014-2015 school year with all students using the new system.

Career Readiness curriculum and Career Cruising will be pushed out via a massive online open course (MOOC) created in Moodle. A committee has been identified to finalize the Wenatchee Learns Career Readiness curriculum and identify community members to reach out to for assembly speakers and videos. Filming will begin in June. All high school students will be registered in the course for the upcoming school year. The curriculum will guide students through the 5<sup>th</sup> year and beyond plan which is required for graduation. School board policy will need to be changed to reflect the removal of the culminating project as a requirement and reflect the 5<sup>th</sup> year plan.

Discussion included:

- 20,000 schools watching us.
- 1300 students involved by the end of the year
- Tacking by Career Cruising
- Resume building
- We are the only school district utilizing this in the way we are
- Culminating Project Policy will be updated
- Students portfolio for graduation will be utilized in Career Cruising
- Eventually to middle schools, starting earlier

### ***Project Based Learning- STEM***

#### **K-12 Stem Initiative/Project Based Learning**

##### K-5:

Based upon the recommendation from OSPI, the elementary staff will gradually implement the Next Generation Science Standards beginning with the engineering standards. This summer a team of teachers will work with Jill Fineis to create a design challenge for each grade level. Next year all elementary staff will receive 1 full day training which will include professional development on the design challenge, science kits, and the Next Generation Science Standards (NGSS). A team of teachers will also begin revamping kits for 1<sup>st</sup> and 3<sup>rd</sup> grades. **Cost: \$59,220**

##### K-8

We will be implementing PLTW Intro to Engineering in all three middle schools. Each school will offer 4 sections per semester for a total of 8 sections per year. All tech labs must be upgraded and staff will be trained over the summer. **Cost: \$140,000**

Despite the best efforts of the middle school STEM sub-committee, we did not find a suitable curriculum for adoption. This summer a team of teachers will revamp the STEM units that were created for each grade level last summer and then train staff prior to the start of the school year. Teachers who attend the Buck Institute will also put together a one-day training on Project Based Learning. The STEM subcommittee will continue to meet and hopes to do some site visits and continue reviewing curriculum. **Cost: \$22,500**

##### 9-12

*WHS*- Teacher will continue to meet and jointly plan STEM projects similar to the projectile, ski/snowboard, wetlands delineation, and waste management projects that were done this year. **Cost: \$13,500** We will also be implementing 2 sections of PLTW's engineering track. 116 8<sup>th</sup> graders made PLTW their 1<sup>st</sup> or 2<sup>nd</sup> choice for their freshman elective so interest is high. We will add additional sections in the future. CTE will fully fund PLTW.

*WSHS*- Steve Niccum and Hana Butler revamped 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 2<sup>nd</sup> semester of 2014 -15.

## **Focused and Emerging Schools**

All three middle schools will enter their second 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 will be in its second year of improvement. They have made adjustments to their 12-13 plan and are also in the process of implementing. Columbia and Mission View Elementary have been placed in improvement for the 14-15 school year. With the loss of the federal waiver, we do not know what to expect in the future. We may go back into the Adequate Yearly Progress system and will likely have required Title set asides and school choice.

Discussion:

- Looking into tracking MS to high school
- Project Lead The Way
- Grant work has been outstanding
- 116 8<sup>th</sup> graders
- A lot of kids involved with a large variety of options for their future
- Board impressed by leadership of Diana Haglund, Jon Torrence and Dennis Conger
- CTE increasing enrollment, enhanced programs
- Strong STEM team developing opportunities for students and taking advantage of what is available

## **More Positive & Safe Learning environment – PBIS**

### **Executive Summary**

#### **Positive Behavior Intervention and Support**

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, consequences for misbehavior, data-driven decision-making, and parent/community partnerships.

Each year, three to four schools will experience implementation training. The schools involved in the 2013-2014 training were: Pioneer Middle School, Columbia Elementary School, and Abraham Lincoln Elementary School. During the 2014-2015 school year, WestSide High School, Foothills Middle School, John Newbery 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 Coordinator, 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.

Lewis and Clark, the first school to receive Tier One Implementation training, will be examining its use of SWIS during the 2014-2015 school year. Through this process, data, school systems, and practices will be reviewed to determine whether or not SWIS is being used effectively towards improving the learning environment for all students as well as timely student intervention.

Finally, Make Your Day training and support will continue during the 2014-2015 school year. Two trainings will be conducted in the fall and technical support will be available to schools through the Administrator of Student Services and the district Make Your Day trainers.

## **PBIS Implementation Timeline and Budget 2014-2018**

### **2014-2015**

- Tier One Support - Requires that the district PBIS Committee meet quarterly during the school year.
- PBIS Implementation Training - Five day implementation training for four schools
- PBIS Washington State Conference - Allows for (5) staff to attend the annual state conference
- SWIS Data System - Lewis and Clark is the only school that will be using the system this school year
- Administrative Advance Workshop - PNW PBIS Network Executive Director will provide an overview of PBIS in a school district
- Make Your Day Training (New Employee and Make Up trainings) - Annual training projection based upon number of new hires in the WSD who will be working in current Make Your Day schools
- Make Your Day Collaboration - Provide time for trainers to prepare for trainings; work on assigned projects, and plan for the following school year
- PBIS Coordinator/Coach - hire coach (1.0) FTE to begin on 2016-2017

### **2015-2016**

- Tier One Support - same as previous year
- PBIS Implementation Training - same as previous year
- SWIS Data System - (4) additional schools will be using the system. This will require training of data entry personnel and first year support for entering data
- PBIS Conference - same as previous year
- PBIS Coordinator/Coach Training - Must be trained as a SWIS Facilitator and enroll in the PBIS Coaching Institute
- Make Your Day Training - same as the previous year
- Make Your Day Collaboration - same as the previous year
- PBIS Eval - This will allow monitoring of PBIS implementation district-wide for those schools using the SWIS data system

### **2016-2017**

- Tier One Support - same as previous year
- PBIS Coordinator/Coach - district coordinator/coach providing support for all PBIS schools (i.e. Tier One, Tier 2, SWIS)
- SWIS Data System - (8) schools using system; four schools require first year support
- PBIS Conference - same as previous year
- Make Your Day Training - same as previous year
- Make Your Day Collaboration - same as previous year
- PBIS Eval - same as previous year

### **2017-2018**

- Tier One Support - same as previous year
- PBIS Coordinator/Coach - district coordinator/coach providing support for all PBIS schools (i.e. Tier One, Tier 2, SWIS)

- SWIS Data System - district-wide use of the system; (4) schools from the last training phase will require first year district support
- PBIS Conference - same as previous year
- Make Your Day Training - same as previous year
- Make Your Day Collaboration - same as previous year
- PBIS Eval - same as previous year

**2018 -**

- Tier One Support - same as previous year
- PBIS Coordinator/Coach - district coach providing support for all PBIS schools (i.e. Tier One, Tier 2, SWIS)
- SWIS Data System - costs for annual license and para data entry support in all schools
- PBIS Conference - same as previous year
- Make Your Day Training - To Be Determined
- Make Your Day Collaboration - To Be Determined
- PBIS Tier Two Training - providing practicing schools with beginning training on Tier 2 systems and interventions
- PBIS Eval - same as previous year

**PBIS Implementation Timeline and Budget**

2014-2015	2015-2016	2016-2017	2017-2018	Sustaining 2018-
Tier One Support (\$3,000)	Tier One Support (\$3,000)	Tier One Support (\$3,000)	Tier One Support (\$3,000)	Tier One Support (\$3,000)
Implementation Training - Washington, JNB, WSHS, FMS (\$18,650)	Implementation Training- WHS, OMS, Valley, Sunnyslope (\$18,650)	SWIS L&C, PMS, Columbia, Lincoln, Wash, JNB, WSHS, FMS (\$34,966)	SWIS All Schools (inc. WHS, OMS, Valley Academy, Sunnyslope (\$21,856)	SWIS All Schools (3,850)
PBIS Conference (\$3,000)	SWIS L&C, Lincoln, PMS, Columbia (\$18,606)	PBIS Conference (\$3,000)	PBIS Conference (\$3,000)	PBIS Coordinator/Coach (\$75,000)
SWIS Lewis and Clark (\$4,390)	PBIS Conference (\$3,000)	Make Your Day Training (\$14,201)	PBIS Coordinator/Coach (\$75,000)	PBIS Conference (\$3,000)
Administrative Advance Workshop (\$2,000)	PBIS Coordinator Coach Training- SWIS, Coaching (\$2,300)	Make Your Day Collaboration (\$2,696)	Make Your Day Training (\$14,201)	Make Your Day Training (TBD) (\$14,201)
Make Your Day Training (\$14,201)	Make Your Day Training (\$14,201)	PBIS Coordinator Coach (\$75,000)	Make Your Day Collaboration (\$2,696)	Make Your Day Collaboration (TBD) (\$2,696)
Make Your Day Collaboration (\$2,696)	Make Your Day Collaboration (\$2,696)	PBIS Eval (\$500)	PBIS Eval (\$500)	PBIS Eval (\$500)
Hire PBIS Coordinator Coach	PBIS Eval (\$500)	Budget Total (\$133,363)	Budget Total (\$120,253)	Budget Total No MYD (\$87,850)
Budget Total (\$47,937)	Budget Total (\$62,953)			Budget Total Including MYD (\$104,747)

Discussion:

- MS & Elementaries trained
- Aug. 11<sup>th</sup> all trained 1/2 day
- John Waldren doing a great job as lead

**Strategy Two - Tap the power of our whole community**

**Key OBJECTIVES:**

*Wenatchee Learns Connect - (Connecting to the Community)*

**More engagement of parents & Skilled volunteering opportunities - Parent and Volunteer Engagement- Wenatchee Learns Connect**

*Diana Haglund*

Tenant improvement on the Wenatchee Learns Connect office at 2 South Mission Street were completed in March and staff was able to occupy the space. Signage on the South end of the building and window vinyl (created by CTE Instructor Ruth Lowe) was designed and installed. In April we began our internal employee awareness campaign. The campaign included face-to-face group and staff meetings and targeted mini “preview” events for district employee groups. A nine-week series of self-produced videos called Wenatchee Learns Connect Casts have been developed that are sent out to all District Employees. The goals of the videos are to provide short consistent bits of information about Wenatchee Learns Connect and the new online partner portals, sign in system, career exploration system and volunteer and parent engagement strategies that will be implemented starting fall 2014.

Work has continued on the development of our online partner portal system and training documents and videos are currently being produced. The portal will provide a centralized partner (volunteer) application for the entire District that provides partners and businesses with a variety of involvement categories to choose from. Work has begun on a new wenatcheelearns.com website using the District’s new content management system (CMS). The new website will provide a more professional design, greater flexibility and ease of use, enhanced multi media, single sign on capability and enhanced communication tools.

Collateral materials for training, orientations, outreach and recruitment are being designed in house and are being translated into Spanish. “How to” videos are also in the process of being produced for our various stakeholders. A variety of promotional items have been secured to help with outreach.

**Implementation plans**

The new website, partner portals and collateral materials will be done by August 1. A marketing committee will be meeting in June to create a community tactical marketing plan for the launch of Wenatchee Learns Connect. A community ribbon cutting is planned with the Wenatchee Chamber of Commerce for August 28 from 2-5 p.m. Articles and a flyer insert for Inside Wenatchee Schools are planned for the August back to school edition.

An operational budget request for \$27,500 was submitted to the cabinet for review and approval. We are also seeking bilingual office support for the Wenatchee Learns Connect office through a worker training program.

**Parent and Volunteer Engagement**

*Diana Haglund, Wenatchee Learns Coordinator*  
*Melissa Hernandez, Wenatchee Learns Volunteer and Parent Coordinator*

In February, Melissa Hernández was hired as the Wenatchee Learns Volunteer and Parent Involvement Coordinator. This position's focus is to connect, train and support volunteers as well as coordinate parent involvement programs and services across the District.

Melissa helped organize the annual WSD parent conference in March, which provided an excellent introductory opportunity to share information about Wenatchee Learns Connect with K-12 parents. Plans for parent events and activities for the 2014-2015 school year calendar are being planned in collaboration with family services.

Melissa is currently creating a Pre-K to 12 Parent Involvement Programs Directory, which will list all Parent Academies/Services provided in and out of District with brief descriptions and contact information. Additionally, she has begun conversations with local service agencies (through Interagency Networking group) to partner and provide these opportunities in our schools.

Board policies and procedures related to District volunteer activities are being worked on to ensure that they align with the implementation of the new volunteer engagement strategies. A partner guidebook and video orientation are being worked on in both English and Spanish and will be available on the Wenatchee Learns website.

Wenatchee Learns Connect team met with Human Resources staff and scheduled visits with all office managers to collect feedback on the implementation of the School Sign-in and iPad based "check in" systems for volunteer and visitors that is connected with the new WL Connect volunteer portal system. iPads, application licenses, secure stands, and a name badge printer have been ordered for 17 district sites.

Wenatchee Learns Connect team has actively participated in district wide school events (presentation to Principals and all staff at the secondary level) as well as being present during recent community events (Educational Technology & STEM Showcase). Additionally, we have hosted several mini open-house with different groups (District Office staff and WSD Board members, Principals, Counselors & Family Advocate Team, and Steering Committee members). The team will be present at all End of the Year BBQ events to share information about our services with parents until the end of the school year.

### ***Implementation plans***

Portal and Sign - in system trainings for family advocate team and school staff will happen before and after school begins in the Fall. English/Spanish paper applications will be available in all schools for partners to complete and drop into the Wenatchee Learns purple mailboxes.

A committee of partners is being recruited and will be trained to help implement the sign in system and new online partner application during the fall quarter. Staff and partners will be present at ice cream socials and welcome back events.

Ongoing Outreach & In-District and Community Awareness will continue to include weekly radio show mention, presentation to specific groups such as Gear Up team, school staff, Family Advocate team, PTAs, and others.

### **District Initiatives - Executive Summaries (continued)**

#### **Strategy Three - Use the best tools and resources to advance learning**

Discussion:

- Online, face to face
- Handout about new programs
- Timeline summary
- Website designed to easy user friendly
- The students are involved
- Good job shepherding along the way
- Solid team efforts

#### **Key OBJECTIVES:**

##### **Personal technology devices for learners *Technology in the classroom-***

*Ron Brown presented the following:*

Through a pilot process and work of our Technology Planning committee we have laid out a multi-year plan for providing personal technology devices for teachers and learners in our schools. We will begin this deployment in the 5th-8th grade and yearly begin to build the deployment outward from the middle grades.

We will start with our pilot group of teachers and students and add to this group the teaching staff of the students who will receiving the devices the following year. Equipping and training staff prior to the students will be critical for the successful use of the personal devices and the staff's ability to shift their instruction. This tiered deployment will allow our infrastructure, professional development, and support services to stay up to date and grow as will be necessary to accomplish our long term vision of a personal device for every student from grade 5 through 12. The primary grades will continue to receive devices in shared settings where appropriate. This will be in the form of shared carts of devices and/or subsets of devices available within classrooms.

One strategy that will allow the shift in teaching and learning to happen sooner will be an increase of our use of Bring Your Own Device (BYOD) in our schools. BYOD will allow for our slower roll-out and still give some students and staff the ability to shift their instruction and learning. We have not yet decided on a specific device but are targeting a tablet style device from 5th - 8th grade moving to a laptop style device from 9th-12th grade.

We continue to expand our services and training in the area of blended learning and our vision is to provide easy to use systems to digitally house courses for students. The long term vision would be to couple this with personal devices so that students would have 24/7 access to curriculum and materials for their classes, thus creating a truly blended approach to the standard classroom. We will be upgrading our Moodle server in the summer of 2014 and will continue to leverage this effective open source tool as our Learning Management System (LMS). Moodle upgrades will provide mobile device technology and responsive design that will match up with any hardware students and staff might have in the future.

In addition we will have a "light LMS" in Blackboard Engage that will enable our staff to create websites with ease and communicate course information to students and parents by the fall of 2014. Beyond these systemic management systems staff will continue to leverage Google Docs, Edmodo, social media, and other digital services to engage students and families in a digital environment. Instructional Technology will be proposing that we assign all students a Google email account to improve communication and digital workflows. We also have a host of other digital services to continue and expand using as staff and students are ready: YouTube, Blogs, websites, Engage Web-sites, Hapara, Gaggle, Illuminate, and others.

Wenatchee Internet Academy will be offering seven accredited high school courses through Wenatchee High School in a fully online environment. Demand for the courses continues to grow and will require us to examine their use and ways to increase offerings without increasing costs. These courses also use our Moodle system for their LMS. We will be re-tooling two of the social studies courses and adding an Agricultural Biology course to the mix for 2014 in addition to adding a summer offering of Citizen Washington.

Upgrading the staff, classroom, and building tools is a long-term vision and will take several years to accomplish. With the passage of the 2014 facilities bond we will be incorporating the desired systems into the specifications for the replacement/remodeled buildings at Abraham Lincoln, Special Education, and Washington. The other locations are also in need of upgrading and we will be aligning these upgrades as the staff and teaching systems are ready to benefit. As the staff or students receive personal devices, then the classroom tools in that classroom will, as budget allows, also be upgraded. Professional development will be provided to enable the tools and devices to be integrated into teaching and used to improve student learning.

We will not be upgrading classroom or teacher technology for the sake of upgrading. With our chosen devices we can get many years of use with proper care. We will be targeting those special needs areas that show they will be ready to benefit from the newer technology and use it for learning. The new standard for a classroom teacher would be; a laptop, tablet, audio amplification, and projector control system. We will continue to provide professional development and have hired our first Instructional Technology Facilitator (ITF) to coach staff and coordinate professional development for our initiative areas. We will hire additional positions over time as more staff and students are added to our personal device initiative. Our curriculum will be moving to a digital platform over time and will require us to work on solutions for staff and students to use these new tools.

Much discussion followed:

- NWEA involvement
- Data driven
- Wide range of students affected by new learning tools
- WASA Cable Co.
- Charts on webpage summarized
- Competency based
- Online environment for kids
- Professional development
- Pilots programs available
- Assessments used – a challenge for HS students to take online
- Dilemma for students taking this new test online
- We are solid as a district
- Smarter Balance, we bought whole package
- Long term goal – instant results

*Assessments -*

#### **Facilities that support optimal learning - Bond / Capital Levy -**

Strategy Four - Balance Change for All with Excellence for All

##### **Planning for future Phase II Bond/Capital Projects/Capital Levy**

**This is a brief outline for discussion purposes only on the capital construction and planning that we need to consider over the next eighteen months.**

#### **1. Phase II Capital Bond**

I have been contacted about parent and community interest in running the Phase II capital bond prior to 2017. In order to run a bond issue for 2015 or 2016 we need to start the planning process now. Considerations for the planning process include:

- Conduct a community survey similar to the one that WSU provided for our last bond issue.
- Selection of an architect to provide preliminary work on the modernization projects, additional space considerations, estimated costs and state match eligibility.
- Reconvene the facilities and bond committees to review projects prepare the Phase II campaign plan.
- Board Resolution and public process for using excess capital project funds for future bonds (Phase II) and future capital projects not on the original Phase II list. I have attached a memo from Jim McNeil that outlines the public hearing process and board resolution needed to use excess capital funds from the Phase I bond.

#### **2. Capital Projects**

We have some capital projects that we need to address to determine the course of action that we are going to take in the next 12 months.

- A. Astro Turf in the Apple Bowl:** We have community interest headed up by Erik Holmberg to put artificial turf in the Apple Bowl. This conversation has been going on for the last ten months. Erik is working on fundraising efforts to assist with the project and he has asked if the school district will consider a non-voter approved debt loan or use money that may be left over on the Phase I bond after we find out about our state match eligibility. Potential timing on this would be to install new turf at the same time that the new grandstands are being constructed in the Apple Bowl. Bryan Visscher is currently working with a field turf representative to develop specifications for installation and estimated project costs.
- B. Recreation Park:** Laura and I met with a community member who is ready to donate up to 1 million dollars to modernize the Recreation Park baseball facility. The estimate from TCF architects to modernize Recreation Park is around 2 million dollars. The school district would have to finish the project if we stay with the existing conceptual plan. I have included in this packet the board policy on gifts of property or money to the school district. I have attached the conceptual drawings and estimated costs for the project.
- C. Wenatchee High School Tennis Courts:** If the board decides to use excess capital project dollars for either the Apple Bowl or Recreation Park, I think we should also discuss putting the need for new tennis courts at the high school. The current high school courts are unsafe for use by our tennis teams and the public.
- D. Capital Levy for Technology:** Technology needs continue to be in high demand and the costs for moving forward with technology initiatives for students, course curriculum, and assessments is becoming more than we can handle on a yearly basis through our yearly operating budget. We need to begin planning for a future technology levy to meet these needs.

**FROM: FOSTER PEPPER PLLC**

**From:** Jim McNeill  
**Date:** May 28, 2014  
**Subject:** Outline of Alterations in Expenditures from Bond Proceeds and/or State Financing Assistance – RCW 28A.530.020(2)

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**A. Authority.**

Pursuant to RCW 28A.530.020(2), the Washington Legislature expressly granted school districts the power to alter the specific expenditures from proceeds of voted general obligation bonds (“Bond Proceeds”) and/or State of Washington financing assistance (“State Financing Assistance”). See Laws of 1996, ch. 48, § 1. RCW 28A.530.020(2) provides that:

The resolution adopted by the board of directors calling the election in subsection (1) of this section shall specify the purposes of the debt financing measure, including the specific buildings to be constructed or remodeled and any additional specific purposes as authorized by RCW 28A.530.010. If the debt financing measure anticipates the receipt of state financing assistance under chapter 28A.525 RCW, the board resolution also shall describe the specific anticipated purpose of the state assistance. If the school board subsequently determines that state or local circumstances should cause any alteration to the specific expenditures from the debt financing or of the state assistance, the board shall first conduct a public hearing to consider those circumstances and to receive public testimony. If the board then determines that any such alterations are in the best interests of the district, it may adopt a new resolution or amend the original resolution at a public meeting held subsequent to the meeting at which public testimony was received.

**B. Procedure.**

The alteration of specific expenditures from Bond Proceeds and/or State Financing Assistance under RCW 28A.530.020(2) involves a three-step procedure: *first*, the Board of Directors (the “Board”) adopts a resolution that sets a public hearing; *second*, the Board conducts the public hearing; and *third*, the Board adopts a resolution approving the alterations.

**1. *Resolution Setting Public Hearing.*** This resolution, which is prepared by bond counsel, sets the public hearing date, time and location to consider state or local circumstances and to receive public testimony. The resolution also directs that notice be given of such hearing and of a subsequent meeting of the Board when the Board will adopt the resolution approving the proposed alterations.

- On or before the date the Board adopts the resolution, District administration should, after analysis, submit a written recommendation to the Board recommending that “state or local circumstances” require certain alterations in expenditures from Bond Proceeds and/or State Financing Assistance. Bond counsel may assist in the preparation of the recommendation.

- The “analysis” described in the written recommendation will include a discussion of all information supporting the Administration’s conclusion that “state or local circumstances” require certain alterations in expenditures from Bond Proceeds and/or State Financing Assistance. The “analysis” may include, but is not limited to, review and analysis of comparative construction cost information by the Architect and/or construction manager, potential site plans, public information meetings, public voice polls, feasibility studies and discussions with OSPI.

- There are no judicial decisions or statutory guidance regarding the meaning of the phrase “state or local circumstances.” Nonetheless, this phrase may include, but is not limited to, changed conditions or needs, regulatory considerations, incompatible development or costs substantially in excess of those estimated. Generally, these circumstances contemplate some unanticipated or new condition, consideration or development occurring since the voters originally approved the measure.

- The notice of public hearing, a sample of which will be attached as an exhibit to the public hearing resolution, should be given, at least two weeks in advance of the public hearing, to each local radio or television station and to each newspaper of general circulation that has on file with the school district a written request to be notified of special meetings and to any others to which such notices are customarily given by the school district. Further, the notice should also be posted throughout the school district, as is customary for similar notices of special meetings given by the District. The superintendent will certify the proper publication and distribution of the notice, and an affidavit of publication will be obtained from each newspaper publishing the notice.

**2. *Public Hearing.*** The Board conducts the public hearing. The purpose of the hearing is to afford individuals wishing to speak an opportunity to present information and opinions to the Board regarding whether certain state or local circumstances should cause alterations to the specific expenditures from the Bond Proceeds and/or State Financing Assistance originally authorized by the school district’s voters.

- The public hearing should be conducted at the regular meeting place of the Board, unless additional space is necessary (make sure to consider space limitations when preparing the resolution setting the public hearing).

- The President of the Board will act as moderator and will have a script of the hearing to facilitate an efficient hearing process. Bond counsel will prepare the script.

- This hearing should be tape-recorded.

- During the hearing and before public comment, the superintendent will review the background of the proposed alterations and will read into the record certain pre-marked exhibits. These exhibits will generally include: (1) List of numbered pre-marked exhibits; (2) Copy of RCW 28A.530.020(2); (3) Bond Election Resolution; (4) Resolution Setting Public Hearing; (5) Certificate of Superintendent regarding Notice of Hearing; (6) Affidavit of Publication of Notice of Hearing; (7) Written communications received by the District at or prior to the public hearing; and (8) Administration Recommendation, together with all other supporting information.

**3. *Resolution Approving Alterations.*** This resolution, which is prepared by bond counsel, approves and orders the alterations.

- The Board must adopt the resolution at a meeting that occurs *subsequent* to the public hearing (usually at the next regular meeting of the Board).

- In making its decision, the Board should consider the following objectives: (a) improving the health and safety of staff, students and patrons utilizing school district facilities; (b) improving the quality of the educational programs offered; (c) achieving efficiency in the construction, maintenance and operation of school district facilities; (d) promoting the best interest of the school district, its students and patrons; and (e) such other criteria as the Board may deem appropriate.



Discussion followed about the upcoming bond for the new high school, committee plans in the making. Also the turf at the Apple Bowl and Phase II projects. Supt. Flones asked permission to move forward, board agreed to take opportunity to move forward.

**High Student Achievement -  
Focused and Emerging Schools**

All three middle schools will enter their second 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 will be in its second year of improvement. They have made adjustments to their 12-13 plan and are also in the process of implementing. Columbia and Mission View Elementary have been placed in improvement for the 14-15 school year. With the loss of the federal waiver, we do not know what to expect in the future. We may go back into the Adequate Yearly Progress system and will likely have required Title set asides and school choice.

Discussion:

- AYP based on MSP designated schools, students have opportunity to Choice or receive tutoring at our expense
- We will communicate with the board when OSPI decides what to do

**Key OBJECTIVE: Highly trained and engaged staff**

**Human Resources**

- High quality, ongoing professional development must become a district priority.
- Instructional and support staff must engage in professional development that is continuous and systematic.
- Professional development must include focused practice supported through coaching and feedback.
- Professional development must align to the evaluation system.

Lisa Turner presented the substitute strategy and provided the Substitute Survey Data Report.

**Substitute Strategy**

We completed a survey of all substitutes in March of this year. We have 145 substitutes on our list, with 109 who have worked at least one assignment in the last 9 months. 87 substitutes responded to our survey. After careful review of the results, we determined the following areas to be the specific areas of concern:

1. Higher daily rate of pay
2. Need to provide Make Your Day/PBIS training
3. Provide pay for long term assignments (timesheet for extra hours)
4. Pay for working prep periods
5. Pay for required annual training
6. Offer continuing education classes

With this information and review of the practices at several other districts in our area we developed the following plan for compensation for guest teachers. Our program enhancements are designed to add value to the all of our guest teacher groups, (the new teacher, the retired/experienced teacher/voluntary part-time teacher) All proposed changes would take effect on September 1, 2014 unless otherwise stated.

1. Increase the daily rate 15% from \$96 per day to \$110 per day, for regular guest teachers.
2. Offer an experienced guest teacher rate of \$125. To be eligible for this rate the guest teacher is either a retired WSD employee or a guest teacher with 50 or more days of substituting for the last 3 consecutive years. If qualified for the experienced rate, the guest teacher would earn this rate for the entire year. Guest teachers would need to re-qualify each year.
3. WSD will offer a new guest teacher orientation. This will be paid at a half-day rate and will allow paid time for required training.
4. WSD will offer an annual meeting for all guest teachers to give updates and provide required training. This will be paid at a half-day rate.
5. Guest teachers in long-term sub assignments (20 – 89 days) will be paid per diem at the start of the assignment. If a sub assignment exceeds 20 days, the guest teacher will be paid per diem at 21 days and beyond, retroactively to the beginning of the assignment.
6. Guest teachers in a long-term assignment (20 – 89) days will be eligible to time sheet up to 2 days at per diem rate.
7. The timesheet rate for guest teachers will be \$16.50
8. Guest teachers may be asked and will be expected to cover an uncovered class during a period of prep for the absent teacher. With the approval of the building administrator, if the guest teacher is in an assignment that requires a preparation period, the guest teacher may timesheet for the prep that has been worked to cover another class.
9. Effective 9-1-15, increase the daily rate 5% from \$110 per day to \$115 per day, for regular guest teachers.

**Costs of Proposal**

The costs of these changes are estimated based on sub usage trends over the last year. The costs associated with these changes are reoccurring costs and will impact the amount of training that can be provided, which in turn can reduce the amount of days teachers are out of the classroom.

Sue Ellen Harris attending the meeting and communicated the guest teachers concerns.

		14-15	15-16
Retiree & Experienced Teacher Rate	\$125.00	\$120,060.00	\$120,060.00
Daily Rate	\$110.00	\$61,389.30	\$83,314.00
MYD/PBIS Training - 30 per year	\$110.00	\$3,795.00	\$3,967.50
Orientation 1/2 Day - 30 per year	\$70.00	\$2,415.00	\$2,415.00
Welcome Back Breakfast - 1/2 day	\$70.00	\$6,842.50	\$6,842.50
Welcome Back Breakfast food		\$850.00	\$850.00
Pay Per Diem retro for 20 Days		\$25,000.00	\$25,000.00
Long Term Sub timesheet up to 2 days		\$6,240.00	\$6,240.00
		<b>\$226,592</b>	<b>\$248,689</b>

**Reducing the amount of days teachers are absent**

We are also looking at different alternatives to reduce the amount of school business absences that our teachers have. We are collecting feedback from principals and teaching staff on creating an annual limit of professional development days. This would also create a system for approving additional days at the discretion of the principal.

The board gave support to Lisa Turner's guest teacher proposal after much discussion.

The new Safety and Security position was outlined by Lisa Turner as follows:

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<b>Reports To:</b>	Deputy Superintendent	<b>Bargaining Unit:</b>	Non Represented
<b>Salary Schedule:</b>	Operational Directors	<b>EEO Class:</b>	1
<b>FLSA Status:</b>	Exempt	<b>Contract Days:</b>	221
		<b>Publish Date:</b>	May 2014

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**SUMMARY**

The Director of District Safety and Security will be responsible for the review, implementation, training as required, and assurance of compliance of all Wenatchee School District's policies and procedures, guidelines, directives and any other requirements having to do with District wide safety and security as required by District policy, Washington State Law, OSHA or requirements set forth by the OSPI.

**ESSENTIAL DUTIES AND RESPONSIBILITIES** include the following. Other duties may be assigned.

- Train all District security personnel to include Security Officers, Truancy Officer, substitute Security Officers, School Crossing Guards, special event security personnel or any other security related personnel.
- Serve as a District liaison with law enforcement, and community organizations on security related issues.
- Cooperate in all areas concerning the exchange of valid information with schools. Coordinate with law enforcement by serving as a liaison for inter-agency agreements and direct interface with law enforcement agents as needed.
- Disseminate pertinent information to staff members regarding law enforcement and security problems and how to deal with them.
- Oversight of building safety committees and required safety drills. Including periodic risk assessments and evaluations at all District facilities.
- Conduct investigations related to student discipline issues at the direction of building principals and Superintendent or designee. Compile information regarding investigations and report information.
- Working collaboratively with administration investigating accidents, incidents, suspicious acts/person(s) allegations of violation of Board policies and/or illegal activities of students and/or staff, including assisting District administrators in various areas of confidential information and claims and interacting with law enforcement, security officers, court officials, and social services regarding child abuse, juvenile offenders, gangs, felonies, health, safety, etc.
- In collaboration with operational directors and the business office coordinate contracted security companies and their personnel.
- Responsible for managing the unit/department budget, including Preparation and recommendations for security related programs, activities and materials.
- Develop procedures and policies for considerations by the Board of Trustees and the Superintendent which will promote a safe, orderly and inviting school climate and which will enable school staff to respond to security issues and crises.
- Oversee establishment of record keeping systems that will operate in an effective and confidential manner.
- Develop, in collaboration with other school personnel, and maintain a District-wide, Comprehensive Safe School Plan. Implement the plan and provide needed training.
- Develop, in collaboration with other school personnel a District-wide Emergency Response Plan. Provide necessary preparation and training to be able to implement the plan when needed.
- Manage the District Security Team working surveillance security and extra patrol in high vandalism areas for special events or crisis situations.
- Responsible for providing assistance and support to the Risk Manager and Administration on the recommendations and implementation of plans and programs related to the safety and protection of the District's resources, including crisis response, confidential investigations/issues, insurance and loss control.
- Serve as District representative to area-wide Emergency Response/Crisis Management, Terrorism or any other safety and security related committee, forum or meetings.
- Respond to common inquiries or complaints from District personnel, regulatory agencies or members of the business community.
- Investigate and pursue all potential out-of-District security funding through Homeland Security and Federal and State funding sources.
- Ability and willingness to carry a cellphone, be on call and/or respond to calls 24/7.
- All other duties as assigned.

Lisa Turner reported additional following position requirements: Supervisory Responsibilities, Knowledge, Skills and Abilities, Qualifications, Education and/or Experience and Competencies. She will move forward with filling this position.

**Learning and Teaching**

Professional Development

Instructional Framework – Marzano, GLAD

## **Executive Summaries for Learning & Teaching**

### **Initial Implementation of the Common Core State Standards**

Implementation of the Common Core State Standards is a formidable endeavor. The level of rigor is daunting. Teachers must develop a deep understanding of content, and learn instructional approaches that engage students in conceptual understanding and application in a new way. Students will enter the next grade level without a solid foundation in the standards at the previous level. Aligned instructional materials are scarce. The Smarter Balanced Assessments are new. The questioning format and vocabulary of the exam is different, and students must use technology effectively to navigate it efficiently. With limited computer access, testing takes over a month in some schools. Finally, we've been told to prepare for a colossal drop in test scores. But in spite of the stress this combination of circumstances creates for students, staff and systems, we have a positive attitude. We have begun the implementation process and plan to take this challenging journey one step at a time.

#### **Elementary English Language Arts**

At elementary, the focus this year has been on the Reading Initiative and the Common Core Standards that apply to English Language Arts. Grade level teams identified priority standards and created proficiency scales at each grade level. We expanded the system of screeners to include all six grade levels. We used the Dynamic Indicators of Early Basic Literacy Skills (DIEBLS Next) three times throughout the year to identify students who were below standard. After screening, grade level teams analyzed their DIBELS data to group, and often share, their students for instruction, intervention, and enrichment. Remedial materials were identified and put into place, and teachers set growth goals, monitored the progress of each student, and celebrated success as standards were met.

Through the Reading Initiative, core instruction and core materials were examined for alignment to the new standards. It quickly became apparent that there was little consistency across the district, and instructional materials currently consist of an assortment of older, disconnected, discontinued resources that often impede efficient lesson planning. In order to remedy this situation, the adoption process for updated, aligned core reading curriculum will begin next year. In the interim, we are offering our primary teachers a short-term solution. They have the option of coming together for two days in June to better organize their existing reading materials for use in the coming school year.

In addition, 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

Jodi Smith Payne, Assist. Supt. Learning and Teaching provided the professional development calendar for the board to review. She spoke to the Teachers' Academy and gave an overview of the Executive Summaries of the Learning and Teaching. They also discussed GLAD training and Highly Capable programs.

foundational knowledge for all elementary classroom teachers and intervention specialists, so we are requiring our staff to complete Module #1 of LETRS over the next two years. Our district reading expert, Susan Miller, is facilitating this 6-hour training. She provided it to Lincoln teachers as part of their school improvement plan last year, and offered it to others through the Teacher Academy this spring. Susan has trained 77 elementary staff members to date.

**Elementary Math**

As reported earlier, we are at the beginning stages of implementation of the Common Core Standards in math. Knowing our core instructional materials are not well aligned to the standards, we supported several teacher teams in the use of *Georgia Math*, an online Open Educational Resource (OER), this year. Other teams tried *engage New York*, another OER curriculum. For the next two to three years, we have decided to implement *engage New York* as an interim solution. In addition, we will introduce a series of math assessments that are aligned to the new standards and mathematical practices. We also plan to offer staff training on effective ways to embed GLAD strategies in math instruction. (See additional information on Project GLAD, Guided Language Acquisition Design, at the end of this executive summary.)

**Secondary English Language Arts**

Middle school language arts teachers focused on their priority standards through the Springboard curriculum. Already rigorous, this curriculum has been upgraded for improved alignment in next year’s editions of teacher and student materials. Teachers also worked on proficiency scales and leveled assessments. Several teams began to identify targeted interventions to address student needs in the reading areas of fluency and decoding. Two schools continued to refine standards-based grading, while the third implemented an innovative schedule to better support student learning.

At grades 9 and 10, the English department at Wenatchee High School worked together to refine the curriculum and system of common assessments they developed to align to the Common Core. They began sharing assessment data and effective instructional strategies. Westside English teachers have begun to unwrap the high school ELA Standards by creating proficiency scales for their students.

**Secondary Mathematics**

Both middle and high school math teachers worked to increase their knowledge of the standards and the new mathematical practices that cross every grade level and math course. The lack of aligned curriculum has been a discomfoting challenge! Many middle school staff tried one module of *engage New York*. Next fall, all staff

will implement the first module as an interim curriculum, and they will give a common assessment based on the standards in this module. After reviewing their initial test data, staff will decide how to proceed for the rest of the year. We will continue to search for high quality aligned curriculum, and plan to adopt a new program to support core instruction as soon as possible. In the meantime, the focus will continue to be on deepening understanding of the new standards and the mathematical practices, as well as the development of common assessments that mimic Smarter Balanced.

**Teacher Evaluation Model**

Goal setting was a strong area of focus for teacher evaluation this year. This component of the model is more complex than in past years, and includes the development and monitoring of both professional growth goals aligned to the Marzano Instructional Framework and student growth goals. Training was provided at Principal’s Day in August, with follow-up coaching support and principal approval in October. The February Job-alike offered district teachers an opportunity to review their goals and make adjustments, as needed.

**Teacher Academy**

The Teacher Academy was launched this fall, following the recommendation of the Wenatchee Learns Scouting Team who researched “Highly Engaged Professionals.” The purpose of the Academy is to offer differentiated professional development aligned to the Marzano Instructional Framework, teacher goals, and district initiatives. Instructional coaches, teacher leaders and administrators facilitated 90-minute workshops during collaboration times on Monday late-starts, in the summer, and after school. Staff had the opportunity to collect clock hours while deepening their knowledge of a variety of topics, including instructional strategies, data analysis, and formative assessments.

Participants	Number of Modules	Focus	Clock Hours Awarded
355	23	Marzano Instructional Framework	1317

## A Model for Digital Curriculum

We are still in the early stages of developing a model for digital curriculum while we explore ways to fund the expansion of our technology pilot. In conversations with publishers who are working to align their instructional materials to the Common Core Standards, we notice that the purchase of textbooks often includes free access to online resources for 5-6 years. We believe the initial provision of both online and print materials will help our staff shift to the use of digital curriculum while we gradually increase student access to 1:1 devices and continue to develop an infrastructure that keeps online programs running smoothly.

While we are not able to fully utilize digital curriculum for core content, we do currently utilize some high quality programs for early support in language acquisition and remedial reading. *Imagine Learning*, a digital curriculum designed to help young students acquire English language proficiency is being used at our elementary schools, and we are in the process of setting up a pilot for *Read 180*, an reading intervention curriculum we will try out next year with our middle school students who are reading three or more years below grade level.

Imagine Learning		
	Laptop	Licences
2009-10	36	255
2010-11	36	286
2011-12	81	600
2012-13	120	794
2013-14	126	964
2014-15		

## Guided Language Acquisition Design (Project GLAD)

Project GLAD is an effective instructional model for teaching English language development, content, and literacy. It fits well within components of the Marzano Instructional Framework and our new teacher evaluation system. Initial training consists of two days focused on research and theory of teaching English language learners. Research and theory is followed by four days of demonstration lessons in a classroom with teachers in the back of the room observing a GLAD trainer teaching students. The teachers also simultaneously receive coaching from a second GLAD trainer on the strategies being modeled.

With a growing population of English language learners in the Wenatchee School District, and federal AMAO requirements, training staff to use research-based ELL strategies has been a high priority for several years. Teachers love GLAD because of its practical application, and principals find a higher level of student engagement

in GLAD classrooms. However, while GLAD training is highly regarded by staff, it is costly and challenging to schedule with the GLAD organization. In an effort to reduce the cost of training and more easily schedule support following training, we have decided to seek GLAD certification for Cyndy Valdez and four other staff members. It is an allowable expense in our bilingual grant, and highly regarded by OSPI as a strategy to support exited students (46% of our current students are exited from the bilingual program) in the mainstream classroom. Two instructors will be released next year to begin providing classroom support while they complete GLAD certification; two will remain in their current positions as they begin the certification process. Once certified, our internal trainers can provide the full training across the district at a reduced cost, and on a schedule that works for our staff.

## GLAD Training Data

GLAD Trained Teachers by End of 2013-2014 School Year					
Grade	Trained	Not Trained	MS/HS	Trained	Not Trained
K	16	10	Sci	13	13
1	23	3	Hist	22	10
2	13	13	Lang	21	14
3	21	3	Sped	1	21
4	23	0	Math	3	34
5	7	18	WVTSC	1	7
Coaches	9	2	Total Trained:		175
Bldg Admin	2	9			

2014-2015 SY Plan for Training					
Grade	Trained	Not Trained	MS/HS	Trained	Not Trained
K	26	0	Sci	13	13
1	26	0	Hist	28	4
2	26	0	Lang	26	9
3	23	0	Sped	4	18
4	23	0	Math	2	34
5	24	0	WVTSC	3	5
Coaches	11	2	Provide training for these groups:		
Bldg Admin	2	9	K/1, 1-3, 5, and combined secondary for 23 (11 spots unfilled)		

Ms. Smith Payne also provided the following for the board to review:

- Elementary English/Math/Science K-5 Road Map
- K-10 CCSS ELA Priority Standards
- Secondary MS Math 6-8 Road Map
- Secondary English 6-12 Road Map

## Elementary Reading Initiative - 2013-2014

90% of ALL students will be reading in English at grade level by the end of third grade

2013-2014: Reduce number of students in "Red" on DIBELS Next by 5%

<b>Strategy #1: Increase Teacher Knowledge and Skill</b> (Wenatchee Learns – Highly engaged teaching professionals)	
<input checked="" type="checkbox"/> Provide GLAD training on select strategies for all classroom staff <input checked="" type="checkbox"/> Schedule Instructional Rounds for Comprehensive Teachers <input checked="" type="checkbox"/> Provide grade level team training on CCSS – Reading Scales – August PD +1 day/grade level team <input checked="" type="checkbox"/> Align the Scales work of the grade level teams <input checked="" type="checkbox"/> Offer training on LETRS Modules: Module #1 <input checked="" type="checkbox"/> Increase team collaboration as possible <input checked="" type="checkbox"/> Offer Teacher Academy Workshops <input checked="" type="checkbox"/> Continue to offer instructional coaching and support	
<b>Strategy #2: Deep Implementation of Assessment System</b>	
<input checked="" type="checkbox"/> Continue DIBELS Next/IDEL implementation at K-5 <ul style="list-style-type: none"> <li>○ Review assessment data fall/spring</li> <li>○ Implement data walls</li> <li>○ Identify interventions</li> <li>○ Progress Monitor</li> <li>○ Celebrate progress in June</li> </ul> <input checked="" type="checkbox"/> DRA testing in the fall	<b>Incorporate teacher evaluation student growth goals and measures:</b> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> 3.1 Subgroup growth goals</li> <li><input checked="" type="checkbox"/> 3.2 Multiple sources of data</li> <li><input checked="" type="checkbox"/> 6.1 Whole class growth goals</li> <li><input checked="" type="checkbox"/> 6.2 Multiple sources of data</li> </ul>
<b>Strategy #3: Provide Substantial Reading Time</b>	
<input checked="" type="checkbox"/> 90 minutes of daily instruction (including intervention) <ul style="list-style-type: none"> <li>○ K-1 Focus on sub-skills</li> <li>○ 2-5 Focus on comprehension</li> <li>○ K-5 Incorporate higher level thinking through targeted questioning – oral and written</li> <li>○ Include explicit oral language development</li> </ul> <input checked="" type="checkbox"/> Targeted instruction 4-5 times/week <input checked="" type="checkbox"/> School Schedule – Endeavor to adjust specialists' schedules to accommodate intervention opportunities	
<b>Strategy #4: Use Instructional Resources Aligned to Common Core</b>	
<b>Core Instructional Resources</b> <ul style="list-style-type: none"> <li>▪ WSD Red Reading Notebook</li> <li>▪ Phonics Lessons: letters, words, how they work</li> <li>▪ SAILS</li> <li>▪ Comprehension Toolkit</li> <li>▪ Supplemental: Phonemic Awareness (K&amp;1)</li> </ul> <i>Interim Reading Curriculum for 2014-2015</i> <ul style="list-style-type: none"> <li>▪ Research different options in Spring 2014</li> <li><input type="checkbox"/> Offer June day to reorganize phonics lessons</li> </ul> <input type="checkbox"/> Begin ELA adoption process - fall 2014	<b>Intervention Resources</b> <ul style="list-style-type: none"> <li>▪ Literacy Intervention Toolkit</li> <li>▪ Fifty Nifty Instructional Activities</li> <li>▪ The Six-Minute Solution</li> <li>▪ Florida Center for Reading Research Additions – Winter 2014</li> <li>▪ Phonics for Reading</li> <li>▪ Rewards</li> </ul> <b>Intervention Specialists</b> <ul style="list-style-type: none"> <li>▪ Phonological Awareness Lessons</li> <li>▪ PALS</li> <li>▪ The Six-Minute Solution</li> <li>▪ Imagine Learning</li> </ul>
<b>Strategy #5: Provide Initiative Support</b>	
<input checked="" type="checkbox"/> Establish primary focus on Grade 1 in 2013-2014 <input checked="" type="checkbox"/> Provide additional intervention support at Sunnyslope <input checked="" type="checkbox"/> Investigate expansion of <i>Imagine Learning</i> <input checked="" type="checkbox"/> Schedule collaborative time with Core teachers and Intervention Specialists <input checked="" type="checkbox"/> Continue to meet as a district administrative team to share successes and resolutions to challenges	

### Key OBJECTIVE: Sound fiscal & resource management

#### Budget Review

Financial considerations  
 Four year budget forecast

Wenatchee School District  
 Executive Summary  
 May 23, 2014  
 Les Vandervort

#### Enrollment

Enrollment continues to increase and decrease in a fairly narrow range. The cohorts moving through the system create challenges in different grades and buildings each year.  
 District enrollment for May 2014 is 7,751.98 FTE.  
 Average enrollment for 2013-14 is 7,770.70 FTE, which is 65.70 FTE more than budgeted FTE.  
 Projected enrollment for 2014-15 is 7,715 FTE.  
 A 5 year enrollment forecast indicates a slight decrease in overall enrollment (attached).

#### 2013-14 Budget: General Fund

Projected year end revenue and expenditure totals for 2013-14 (attached):

Beginning Fund Balance \$13,169,635  
 Revenue \$76,310,000  
 Expenditure 77,350,000  
 (Deficit) (1,040,000)  
 Transfer to Capital Projects (946,168)  
 Ending Fund Balance 8/31/14 \$11,183,467

**Very Preliminary 2014-15 Budget General Fund**

Projected budget to 2016-17 is attached. Although the legislature cut loose about \$2 million extra for WSD, there is still a wide gap between the cost of education and “adequate” funding as required by McCleary. Many of the additional dollars are for specific areas (K-1 class size, alternative learning, MSOC (materials, supplies) WSD already funds to higher levels than even the new funding provides.

For 2014-15, the following general categories are tentatively being considered for additional district funding:

Curriculum and instruction \$750,944  
 Technology 453,000  
 Personnel 1,142,915  
 Elementary Principals 125,000  
 Other 292,000

Beginning Fund Balance \$11,183,467  
 Revenue \$80,699,571  
 Expenditure 81,923,222  
 (Deficit) (1,223,651)  
 Transfers 0  
 Ending Fund Balance 8/31/15 \$ 9,959,816

<b>Curriculum &amp; Instruction</b>	<b>Curriculum Adoptions</b>	<b>355,000</b>	
	PLTW STEM      Elementary & Middle Schools	203,220	
	Read 180      Middle Schools	75,000	
	AVID adds	33,368	
	PBIS Curriculum	28,000	
	STEM Professional Development	22,480	
	BUCK Institute K-12 Curriculum	17,900	
	STEM High School Professional Development	13,376	
	Highly Capable Program Identification	2,600	750,944
<b>Technology</b>	<b>Chromebook Mobile Computer Labs</b>	<b>180,000</b>	
	Training for Chromebooks	10,000	
	iPad 2's to K-5	148,500	
	Telephony upgrade 1 building	35,000	
	Security Cameras	30,000	
	Add: 8 days for TSS staff (before/after school year)	9,500	
	WLAN	25,000	
	Network Security Firewall	15,000	453,000
<b>Personnel</b>	<b>Subs</b>	<b>180,000</b>	
	1.0 System Admin - Operational Tech	65,000	
	1.0 Director C&I secretary	42,415	
	1.0 Director Curriculum & Instruction	140,000	
	0.6 WHS Social Studies/Math/English (net .6 FTE)	45,000	
	1.0 WHS Voc Graphic Arts	75,000	
	0.5 WSHS Voc Math	37,500	
	1.0 Special Ed	75,000	
	2.0 GLAD Agency trainers	150,000	
	1.0 Instructional Tech Coach	90,000	
	1.0 Extra Position	90,000	
	0.3 Increase Science Coordinator	8,000	
	1.3 Groundskeepers	75,000	
	.5% salary adjustments	20,000	
	<u>1.0</u> Mobile Tech Specialist	50,000	1,142,915
	12.7		

<b>Elementary Principals</b>	<b>(2) .5 FTE Elementary Principals</b>	<b>125,000</b>	<b>125,000</b>
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<b>Assessment</b>	Illuminate \$65k less Data Director \$50k	15,000	
	NWEA \$50k to \$60k & report card printing	15,000	
<b>M&amp;O</b>	MSOC's	200,000	
<b>District Office</b>	Health Care Consultant (Obamacare & 5940)	35,000	
<b>Wenatchee Learns</b>	Department MSOC's	27,000	292,000
		<b>2,763,859</b>	<b>2,763,859</b>

Mr. Vandervort provided a Fund Balance sheet, Enrollment projection spreadsheet, and budget status report to clarify.

The following list of projects is intended to be completed this summer. Part of the auditorium seating will be done in October. Other routine maintenance projects will also be done this summer.

The Wenatchee Valley Technical Skills Center remodel continues. The first bond project (Mission View parking lot) is planned for completion this summer.

Location	Description	Amount
Columbia	Flat roof replacement	115,000
Newbery	Flat roof replacement	115,000
Mission View	T-12 flourescent replacement	12,000
Mission View	carpet replacement in portable	9,000
WHS	Auditorium seating repairs - 2 balconies	95,000
	Reader Board	20,000
	Library and Athletic doors - safety issues	50,000
	Conference room/student service walls	6,500
	Swimming Pool Mechanical upgrades & pool deck	175,000
Westside HS	Roof repairs	20,000
236 Sunset	Remodel for Special Ed transition program	20,000
All buildings	Carpet and vinyl replacement schedule	60,000
	Field turf weed killer and fertilizer	11,000
	Bark chips in play areas	TBD
	Parking lot/ playground paint striping	TBD
Valley Academy	Fix encroachment issues	0
Rental Units	Safety repairs	15,000

708,500

**Budget Status Report  
August 31, 2014**

	Annual Budget	PROJECTED Actual For Year
<b>Revenues/Other Financing Sources</b>		
1000 Local Taxes	\$ 10,980,142	\$ 10,990,000
2000 Local Nontax	2,052,779	1,800,000
3000 State, General Purpose	45,656,783	46,169,000
4000 State, Special Purpose	10,449,604	9,895,000
5000 Federal, General Purpose	465,000	444,000
6000 Federal, Special Purpose	8,311,717	6,916,000
7000 Revenues fr Other Dists	26,500	21,000
8000 Revenues fr Other Agencies	98,000	75,000
9000 Other Financing Sources	0	
<b>Total Revenues/Other Sources</b>	<b>78,040,525</b>	<b>76,310,000</b>
<b>Expenditures</b>		
00 Regular Instruction	42,412,531	41,000,000
20 Special Ed Instruction	8,025,144	8,020,000
30 Vocational Instruction	2,410,057	2,400,000
40 Skill Ctr / Voc-Tec Instruction	1,524,832	1,250,000
50/60 Compensatory Instruction	7,486,714	6,900,000
70 Other Instructional Program	1,729,612	1,500,000
80 Community Support	541,221	480,000
90 Support Services	15,337,867	15,800,000
<b>Total Expenditures</b>	<b>79,467,978</b>	<b>77,350,000</b>
Operating Trans Out to TVF, DSF and CPF	1,970,000	946,168
<b>Excess of Revenues / Other Sources Over (Under) Expenditures</b>	<b>(3,397,453)</b>	<b>(1,986,168)</b>
<b>Total Beginning Fund Balance</b>	<b>14,500,000</b>	<b>13,169,635</b>
<b>Total Ending Fund Balance</b>	<b>11,102,547</b>	<b>11,183,467</b>
Restricted for Carryovers	1,000,000	750,000
Restricted for Skill Center		400,000
Restricted for Food Service		50,000
Nonspendable for Inventory	30,000	40,000
Assigned to Capital Projects		0
Assigned to Other Purposes	1,050,000	1,052,000
Committed Fund Balance (5%)	4,000,000	3,867,500
<b>Unassigned Fund Balance</b>	<b>\$ 5,022,547</b>	<b>\$ 5,023,967</b>

After much discussion the board agreed with the need for new staff to fill holes where needed. And asked about additional needs.

They then discussed the following facilities summer projects:



The following list of projects is intended to be completed this summer. Part of the auditorium seating will be done in October. Other routine maintenance projects will also be done this summer.

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Rental Units	Safety repairs	15,000
		708,500

**BOARD PROTOCOL SCHEDULES:**

The board visitation schedule to visit the schools was given to the board and discussed. The schedule will be given to the board to view and discussion followed on inviting the community and PTA and parent groups to participate in the meetings and visitations. Also discussion about having an appreciation month for parents and their groups.

Upcoming workshops and training reviewed and everyone reminded to attend.

**V. Workshop Adjournment**

**MEETING ADJOURNED** President Laura R. Jaecks adjourned the meeting at 2:00 p.m.

\_\_\_\_\_  
President

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Date