

Wenatchee School District No. 246
Wenatchee, Washington
Minutes of October 20th, 2008 Board Workshop

Board

Jesús Hernández, President
Chuck Largent, Vice President
Kevin Gilbert
Laura Jaecks

Cabinet

Brian Fones, Superintendent
Steve Cole, Assistant Superintendent
Jon DeJong, Assistant Superintendent
Jodi Smith, Assistant Superintendent
Les Vandervort, Chief Financial Officer

BOARD WORKSHOP – 6:00 p.m.

Jesús Hernández opened the board workshop meeting at the Central Office at 6:00 p.m.
Walter Newman was absent.

I. CIPP BOARD REVIEWS

1) WASHINGTON ELEMENTARY – KEITH COLLINS, PRINCIPAL

Mr. Collins went over the CIPP Summaries for Reading, Writing, and Math. Their goal from last year was that 90% of students would meet or exceed level standard. Students were tested using CBA and WASL. The students came closest to meeting this goal on the WASL in the reading content area. Mr. Collins would like to see the WASL, instead of the CBA, used as a measure of their success. Scheduling of the tests is a factor in the lower scores in some of the content areas. The CBA testing and the WASL testing were too close together and students were experiencing testing fatigue. Also, this was the first year that Washington had a computer lab and students were not familiar with computer testing.

In future they will focus on examining their alignment and implementation of curriculum at each grade level. They will also develop strategies to meet those needs and continuously revisit their progress.

Mr. Hernandez asked Mr. Collins if he had any observations or suggestions since he is new to the District and might have a fresh viewpoint. Mr. Collins replied that he thinks the District is doing a great job.

CIPP BOARD REVIEW SUMMARY

Content Area: Reading:

School: Washington

Goal:

90% of students in grades K-2 will meet or exceed grade level standard on the DRA assessments

90% of students in grades 3-5 will meet or exceed grade level standards on the spring levels tests and on the CBA's given during the year.

Strategies:

Grades K-2 – Focus on Comprehension, retell and summary. Read-alouds, Guided Reading groups and active thinking strategies.

Grades 3-5 – Focus on the efficient use of Daybooks, Read-alouds, Guided Reading groups and Accelerated Reader.

Results:

Review of targeted math data indicates that kindergarten was very near the target while first and second grade were within 14 and 11 points respectively.

Grades three, four and five were significantly short of the stated goal on the Levels and CBA. In addition, those three grade levels were also well short of achieving the 90% on the math section of the WASL.

Primary Obstacles & Challenges 08-09:

As we embark upon a new journey to help our students achieve at high levels, Washington Elementary needs to deeply examine its alignment and implementation of curriculum at each grade level.

Another challenge will be a continuation of addressing and meeting the needs of our changing population. We need to thoroughly examine our trend data, identify specific targets and develop specific strategies to meet those needs and continuously revisit our progress.

Strategies/Action Steps 08/09

Grades K-2 – Problem solving will be focused on all year

Grades 3-5 – Computational fluency/number sense. Focus on teaching USA; accurate answer, explain answer with details and labeling; especially in terms of USA extended response.

Content Area: Writing:

School: Washington Elementary

Goal:

90% of students will meet grade level standards as determined by the Growth in Writing Assessment by the end of the school year.

Strategies:

Grades K-2 – Use of elaboration and details to improve writing assessment scores.

Grades 3-5 – Elaboration, develop paragraphs and papers with detail, description, reasons, facts and/or examples.

Results:

Growth in Writing Assessment (% at Standard):	Kindergarten	87%
	First Grade	85%
	Second Grade	70%
	Third Grade	47%
	Fourth Grade	49%
	Fifth Grade	51%

WASL (% at Standard):	Fourth Grade	67%
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Explanation of Results:

Review of the writing data clearly indicates that kindergarten and first grade were very close to the stated goal.

Second grade was within 20 percentage points.

Grades three, four and five were significantly short of the stated goal on the Growth in Writing Assessment.

Fourth grade achieved nearly 20 points higher on the WASL compared to the GIW.

Primary Obstacles & Challenges 08-09:

As we embark upon a new journey to help our students achieve at high levels, Washington Elementary needs to deeply examine its alignment and implementation of curriculum at each grade level.

Another challenge will be a continuation of addressing and meeting the needs of our changing population. We need to thoroughly examine our trend data, identify specific targets and develop specific strategies to meet those needs and continuously revisit our progress.

Strategies/Action Steps 08/09

Grades K-2 – For all K-2 teachers to focus on the area of conventions and penmanship. Individual grade levels will select specific areas of focus.

Grades 3-5 – For all teachers of grades 3-5 to focus on the area of elaboration in writing.

2) LINCOLN ELEMENTARY – TIM SHEPPARD, PRINCIPAL

Mr. Sheppard went over the CIPP Summaries for Reading, Writing, and Math. Their goals were not met. There was a significant drop in fourth grade reading WASL scores. The reason for the drop was the fact that 25 new students were enrolled in fourth grade and two new teachers were hired for that grade. The influx of students drastically increased the number of students in each classroom as well as significantly altered the class mix. Both of these factors influenced results in all content areas.

Lincoln will continue on a building focus of developing a Professional Learning Community with “a learning for all.” They will look at their building schedule to allow more time for Intervention Specialists and Instructional Coaches to work with all grade-level collaborative teams. Many strategies will be used, such as the Comprehension Tool Kit, The Daily Five, Lucy Calkins’ Units of Study, Bridges Curriculum, and OSPI modules to support deep levels of understanding. Grade-level teams will develop and implement a system for students to track/self-monitor growth and set personal goals to support continuous learning. They will always know where students are at in their progress.

CIPP BOARD REVIEW SUMMARY

Content Area: Reading:

School: Lincoln

Date: October 2008

Goal(s):

The total Reading achievement score will be increased by 10% for 3rd grade students as measured by the WASL. [2007 WASL score: 40% • **2008 WASL goal: 50%**]

The total Reading achievement score will be increased by 3% for 4th grade students as measured by the WASL. [2007 WASL score: 82% • **2008 WASL goal: 85%**]

The total Reading achievement score will be increased by 10% for 5th grade students as measured by the WASL. [2007 WASL score: 61% • **2008 WASL goal: 71%**]

Strategy/ies:

- Implement district Reading assessment system to determine student skills/needs, monitor student growth, and focus instruction at all grade levels based on disaggregated student data.
- Implement with integrity the district adopted Reading resources and curriculum to support learning improvement for all students.
- Use of Grade 4 and 5 Reading Academies.
- Please see Attachment A for other implemented strategies common to Reading, Writing & Math plans and in support of developing a Professional Learning Community.

Results:

• **Grade 3:** From 40% in 2007 to 49% in 2008. [9% increase...+10% goal not met]

• **Grade 4:** From 82% in 2007 to 52% in 2008. [30% decrease...+3% goal not met]

- **Grade 5:** From 61 % in 2007 to 69% in 2008. [8% increase...+10% goal not met]

Explanation of Results:

- Grade 3 & 5 were both close to meeting the 10% growth goal. Grade 4 had a significant decrease, however in a cohort group analysis the Grade 4 students grew from 40% in 2007 (Grade 3 score) to 52% in 2008 (a 12% increase).
- Steep learning and implementation curve due to changes in staffing: Two new members to the Grade 4 team. Both teachers new to the state and district Grade 4 standards. Third member of the Grade 4 team leading with only one year of Grade 4 experience.
- Decrease in district Literacy (Reading/Writing) professional development for elementary teachers did not support a new Grade 4 team.
- Influx of new Grade 4 students: Twenty-five new Grade 4 students enrolled at Lincoln between Aug. 21 & the end of Sept. Fourteen of the 25 were students moving within the district and 11 were students from outside the district (including one from Mexico). This drastically increased the number of students in each classroom as well as significantly altered the class mix. Both of these factors influenced results in all content areas.
- Did not use Reading WASL prompts soon enough in the year. Students would have benefited from more time and exposure to WASL format and testing expectations.

Content Area: Reading (continued)

School: Lincoln

Primary Obstacles & Challenges 08-09:

- Changing demographics: Rise in Lincoln's Free & reduced (6% increase from 2003), Hispanic (5% increase from 2003), Bilingual (18% increase from 2003), and Migrant (10% increase from 2003) populations. The Sept. 2006 boundary change affected the number of role models in our classrooms.
- Large classroom size in Grades 1 & 2 (English language) and Grade 3 classrooms.
- Steep learning curve with several new curriculum resources introduced this year for teachers to learn and effectively implement: Comprehension Tool Kit, Phonics/Spelling, Daily Five, Lucy Calkins Writing.

Strategies/Action Steps 08-09:

- Continue building focus on developing a Professional Learning Community with a learning for all focus (see Attachment B for planned strategies/action steps for 2008-09)
- Building schedule modified to include an opportunity for Intervention Specialists to collaborate closely with all grade level teams to support needs of low socio-economic, bilingual, and migrant students.
- Intervention a prominent component of grade-level collaboration to support all students (low socio-economic, bilingual and migrant needs). Intervention also supports large class size because teachers are sharing students to match needs of students.
- Building focus on grade-level developed common assessments to support knowing how students are performing in Reading and how to intervene in a timely manner.
- All grade levels are utilizing the Comprehension Tool Kit to support deep levels of understanding.
- Use of Daily Five to support effective Literacy Instruction and learning is prominent at all grade levels.
- English (phonics) introduced to Grade 2 bilingual students ready for transition starting at the beginning of the year.
- Reading WASL prompts will be introduced and utilized to support Grade 4 students starting at the beginning of the year.
- Continue Grade 4 & 5 Reading Academies.

- Building schedule adjusted so that Instructional Coach can meet with all grade-level collaborative teams to support development of common assessment, data analysis, research and implementation of best practices.
- Grade-level teams will develop and implement a system for students to track/self-monitor Reading growth and set personal goals to support continuous learning.

Content Area: Math

School:

Lincoln

Goal(s):

The total Math achievement score will be increased by 5% for 3rd grade students as measured by the WASL. [2007 WASL score: 61% • **2008 WASL goal: 66%**]

The total Math achievement score will be increased by 10% for 4th grade students as measured by the WASL. [2007 WASL score: 45% • **2008 WASL goal: 55%**]

The total Math achievement score will be increased by 10% for 5th grade students as measured by the WASL. [2007 WASL score: 57% • **2008 WASL goal: 67%**]

Strategy/ies:

- Implement district Math assessment system to determine student skills/needs, monitor student growth and focus instruction at all grade levels based on disaggregated student data.
- Implement with integrity the district adopted Math resources and curriculum to support learning improvement for all students.
- Use of Grade 4 and 5 Math Academies.
- Please see Attachment A for other implemented strategies common to Reading, Writing & Math plans and in support of developing a Professional Learning Community.

Results:

• **Grade 3:** From 61% in 2007 to 57% in 2008. [4% decrease...+5%goal not met]

• **Grade 4:** From 45% in 2007 to 31% in 2008. [14% decrease...+10% goal not met]

• **Grade 5:** From 57% in 2007 to 60% in 2008. [3% increase...+10% goal not met]

Explanation of Results:

- Slight decrease at Grade 3...however 15% increase from 2006 score.
- Significant decrease at Grade 4...however not as significant a decrease as Reading and Writing due to team collaborative focus on Math.
- Steep learning and implementation curve due to changes in staffing: Two new members to the Grade 4 team. Both teachers new to the state and district Grade 4 standards. Third member of the Grade 4 team leading with only one year of Grade 4 experience.
- Influx of new Grade 4 students: Twenty-five new Grade 4 students enrolled at Lincoln between Aug. 21 & the end of Sept. Fourteen of the 25 were students moving within the district and 11 were students from outside the district (including one from Mexico). This drastically increased the number of students in each classroom as well as significantly altered the class mix. Both of these factors influenced results in all content areas.
- Consolidation of Grade 4 students with special needs in one classroom for Math instruction not an effective strategy.
- 10% Grade 5 growth goal not met, but in cohort analysis Grade 5 students grew from 45% in 2007 (Grade 4 score) to 60% in 2008 (a 15% increase).
- Grade 5 Math trends continue to rise.

Content Area: Math (continued)

School: Lincoln

Primary Obstacles & Challenges 08-09:

- Changing demographics: Rise in Lincolns' Free & reduced (6% increase from 2003), Hispanic (5% increase from 2003), Bilingual (18% increase from 2003), and Migrant (10% increase from 2003) populations. The Sept. 2006 boundary change affected the number of role models in our classrooms.

- Large classroom size in Grades 1 & 2 (English language) and Grade 3 classrooms.
- Changes in state Math Standards: Teachers at all grade levels working hard to transition to new state Math standards (2010 Math WASL to match the new standards). This includes integrating new units into the current Bridges curriculum to match new Math standards while preparing for a 2009 WASL that will focus on the old Math standards.

Strategies/Action Steps 08-09:

- Continue building focus on developing a Professional Learning Community with a learning for all focus (see Attachment B for planned strategies/action steps for 2008-09)
- Math intervention is a focus of grade-level collaboration at Grades 4 & 5 to support all students (low socio-economic, bilingual and migrant needs).
- Building focus on grade-level developed common assessments to support knowing how students are performing in Math and how to intervene in a timely manner.
- Building schedule adjusted so that Instructional Coach can meet with all grade-level collaborative teams to support development of common assessment, data analysis, research and implementation of best practices.
- Continue Grade 4 & 5 Math Academies.
- As grade-level teams, align the Bridges Curriculum to new state grade-level priorities following the suggestions and through the support of the MLA/district Math Cadre.
- As grade-level teams, develop and implement a plan for focusing on basic Math Facts.

Content Area: Writing

School: Lincoln

Goal(s):

The total Writing achievement score will be increased by 10% for 4th grade students as measured by the WASL. [2007 WASL score: 54% • **2008 WASL goal: 64%**]

Strategy/ies:

- Implement district Writing assessment system to determine student skills/needs, monitor student growth and focus instruction at all grade levels based on disaggregated student data.
- Implement with integrity the available Writing resources and curriculum to support learning improvement for all students.
- Please see Attachment A for other implemented strategies common to Reading, Writing & Math plans and in support of developing a Professional Learning Community.

Results: From 54% in 2007 to 32% in 2008. [22% decrease...+10% goal not met]

Explanation of Results:

- Steep learning and implementation curve due to changes in staffing: Two new members to the Grade 4 team. Both teachers new to the state and district Grade 4 standards. Third member of the Grade 4 team leading with only one year of Grade 4 experience.
- Influx of new Grade 4 students: Twenty-five new Grade 4 students enrolled at Lincoln between Aug. 21 & the end of Sept. Fourteen of the 25 were students moving within the district and 11 were students from outside the district (including one from Mexico). This drastically increased the number of students in each classroom as well as significantly altered the class mix. Both of these factors influenced results in all content areas.

Primary Obstacles & Challenges 08-09:

- Changing demographics: Rise in Lincoln's Free & reduced (6% increase from 2003), Hispanic (5% increase from 2003), Bilingual (18% increase from 2003), and Migrant (10% increase from 2003) populations. The Sept. 2006 boundary change affected the number of role models in our classrooms.
- Large classroom size in Grades 1 & 2 (English language) and Grade 3 classrooms.
- Effectively supporting needs of students transitioning into English so that they are ready for the Writing WASL in Grade 4.
- Supporting all students in applying what they have learned about the writing process to the WASL assessment.

Content Area: Writing**School: Lincoln****Strategies/Action Steps 08-09:**

- Continue building focus on developing a Professional Learning Community with a learning for all focus (see Attachment B for planned strategies/action steps for 2008-09)
- Building focus on grade-level developed common assessments to support knowing how students are performing in Writing and how to intervene in a timely manner.
- Building schedule adjusted so that Instructional Coach can meet with all grade-level collaborative teams to support development of common assessment, data analysis, research and implementation of best practices.
- Vertically align the expected Writing skills to be learned at each grade level (including planning strategies taught at each grade level).
- Use the Lucy Calkins' Units of Study writing resources to support the instruction and learning of the expected Writing skills.
- Use of OSPI Writing modules at Grade 4 as part of Writing instruction.
- Discuss and begin to implement the new K-5 phonics/Spelling program.
- Research and investigate which state approved Bilingual Educational Instructional Model would best match Lincoln's needs.

Board Review **Attachment A** for Lincoln Elem. • October 2008

Other 2007-08 implemented strategies common to Reading, Writing & Math plans and in support of developing a Professional Learning Community:

- 4.* Finalize grade-level CIPP goals that are aligned with both the building and district goals, using more detailed "CIPP/SMART Goal Worksheet" for one selected content area and implement necessary changes to impact student achievement.
 - Responsibility: grade-level team
 - Timeline: selected content area CIPP goals finalized by end of September 2007
- 5.* Establish and implement grade-level essential learning outcomes based on state GLEs and district resources (i.e. blue prints) for one selected content area.
 - Responsibility: grade-level team
 - Timeline: selected content area outcomes completed by end of Trimester 1
- 6.* Develop/establish and implement at least 4 common formative assessments to measure success on the one selected content area essential learning outcomes (see Action Step 5).
 - Responsibility: grade-level team
 - Timeline: selected content area assessments completed by end of the 2007-08 school year

** Each grade level will choose one content area (Reading, Writing, or Math) to complete action steps 4, 5, & 6.*

Board Review **Attachment B** for Lincoln Elem. • October 2008

2008-09 Strategies/Actions Steps developed to continue building Professional Learning Community focus:

5.* Finalize grade-level CIPP goals that are aligned with both the building and district goals, using more detailed “CIPP/SMART Goal Worksheet” for selected content area.

- Responsibility: grade-level teams
- Timeline: selected content area CIPP goals finalized by end of September 2008.

6.* Review, establish, implement, and adjust grade-level power standards based on state GLEs and district resources (i.e. blue prints) for selected content area and implement necessary changes to impact student achievement.

- Responsibility: grade-level teams
- Timeline: selected content area outcomes completed by end of September 2008.

7.*Develop/establish and implement at least 4 common assessments to measure success on the selected content area power standards.

- Responsibility: grade-level teams
- Timeline: selected content area assessments completed by the end of the 2008-09 school year

8. *Develop/establish and implement grade-level intervention/enrichment plans based on the results of common assessments (through analysis of student data) for the selected content area.

- Responsibility: grade-level teams
- Timeline: plan established and implement by mid October 2008

9. *Determine the effectiveness of the implemented intervention/enrichment for the selected content area and adjust intervention/enrichment if not effective. If effective, continue with established intervention/enrichment plans.

- Responsibility: grade-level teams
- Timeline: on-going throughout year (following above intervention/enrichment plan)

10. *Sharing grade-level data (for content focus area) with building staff as a part of the CIPP district review process.

- Responsibility: grade-level teams/LIT
- Timeline: aligned with 2008-09 Vital Few B designated days

11. *Analyze data to determine effectiveness of the CIPP/SMART goal planning process.

- Responsibility: grade-level teams/LIT
- Timeline: at least once at the end of each trimester during the 2008-09 school year

** Each grade level will choose at least one content focus area (Reading, Writing, or Math) to complete these action steps.*

3) SUNNYSLOPE ELEMENTARY – MARK GOVEIA, PRINCIPAL

Mr. Goveia went over the CIPP Summaries for Reading, Writing, and Math. The K-2 classes continue to average about 85-90% at standard in reading. Sunnyslope spends considerable time and resources at the first grade level in order to ensure students are successful with the strategies they need to get started right.

The third grade class reading scores were low because of testing fatigue. The 3rd grade WASL was given immediately after CogAt, which followed Levels last year. Mr. Goveia says the sequencing of the tests needs to be prioritized. A big challenge at Sunnyslope is the workload; trying to implement PLC practices, new spelling, Daily Five, as well as Comprehension Toolkit, Daybooks, Lucy Calkins Writing, OSPI writing modules, new math standards, science notebooking, SIOP strategies, and Social Studies CBA's.

We intend to provide time to collaborate at grade levels and as well as vertical teams. District supported extended day interventions is essential. Some of the success experienced

in fourth-grade math is due to a para-pro in the classroom. She was able to pull small groups for extra support. A big challenge in the math area, this year, will be to transition from the old math standards to the new revised standards.

In the writing area we need staff development in both content knowledge and instructional strategies before students can adequately instruct their students.

Teacher collaboration and sharing through Moodle sites was discussed. Moodles are a way that teachers from other schools can share ideas.

Team work to develop and implement new instructional calendars and assessment tools with grade-level collaboration to analyze data and share instructional strategies are some of the strategies planned for Sunnyslope. Also, extended day learning opportunities for those students who need more time are a part of the strategy for improving scores.

CIPP BOARD REVIEW SUMMARY

Content Area: Reading: School: Sunnyslope Elementary

Goal: 90% of all students in grades K-5 will achieve at or above the grade level expectation as measured on the spring DRA (K-2) and spring Levels Test (3-5). **90% of students in grades K-5 will meet grade level expectations as measured on Classroom Based Assessments in spring of 2008.**

		DRA	K-3
1 st -16	2 nd -28		Levels RIT
3 rd -186	4 th -199	5 th -206	

Strategy/ies:

K-2: (1) Staff will teach early reading skills and strategies identified in EALR 1 & 2. (2) Staff will use running records for differentiating instruction. **3-5: (1)** Staff will use district instructional practices as per the district instructional practice calendar. (2) Staff will implement newly adopted reading curriculum.

Results:

DRA Results:	06/07	07/08
Kinder. –	87%	87%
1 st Grade –	83%	83%
2 nd Grade –	85%	91%

**Level Test Results:
Results:**

	06/07	07/08
06/07	07/08	
3 rd Grade – 92%	67%	
76%	63%	
4 th Grade – 92%	100%	
84%	88%	
5 th Grade – 86%	82%	
83%	94%	

CBA Results:

	06/07	07/08
3 rd Grade – 76%	69%	
4 th Grade – 72%	70%	
5 th Grade – 78%	90%	

WASL

3 rd Grade –
4 th Grade –
5 th Grade –

Explanation of Results:

*Our K-2 classes continue to average about 85-90% at standard in reading. We implement interventions as needed, but focus considerable time and resources at the first grade level in order to ensure students are successful with the strategies they need to get started right. We continue to look for ways in which to reach those few students who are “on the fence”. Their success is what makes the difference between 80% and our goal of 90% at standard.

*Overall our 4th and 5th graders showed good growth as measured on Levels, CBA's and WASL. We do have concerns about last year's 3rd grade class. This cohort group of students has not performed as hoped throughout their years at Sunnyslope.

WASL: 3rd grade WASL was given immediately after the CogAt, which followed Levels last year. We believe they are experiencing "testing fatigue" and feel we need to prioritize the sequencing of the tests (ie. CogAt should be done AFTER WASL). Using WASL stems, Daybooks, Tool Kit, etc... helps to prepare students and teach them to be active readers.

Primary Obstacles & Challenges 08-09:

Our current fourth grade class will need focused intervention to bring them to the level we expect. They have performed below our target level each year. Finding a successful intervention continues to be a challenge. This is a large class (29 students in each class), it also includes a larger number of Special Education students, 504 and behavior issues which interfere with learning. We have also experienced a lower number of students qualifying for enrichment opportunities. As we continue to strive for 90% of our students meeting standard we also need to recognize that each group will vary from year to year and not to panic too much with fluctuations from year to year.

Another challenge is simply the workload. We are trying to implement PLC practices, new spelling, Daily 5, as well as Comprehension Toolkit, Daybooks, Lucy Calkins Writing, OSPI writing modules, new math standards, science notebooking, SIOP strategies, and Social Studies CBA's. Frankly, it is amazing that we get the results we do. We know it is all great stuff, but huge job to do all of it well.

Strategies/Action Steps 08-09

K-2:

- *Continue to utilize newly adopted "Sails" curriculum for guided and shared reading.
- *Implement new "Comprehension Toolkit" for developing thinking strategies.
- *Use assessment tools frequently to check for understanding and make instructional decisions.
- *Collaborate in grade level teams to analyze data and share instructional strategies to meet goals.

3-5:

- *Collaborative efforts are going well at 3-5, but at the outset this is sometimes more time, not less time. The conversations are great and sharing of materials very helpful.
- *Use of parapro time for classroom support is essential – especially when the numbers are high and needs of students quite diverse.
- *Reading Communities (grades 3-5) at the beginning of school year.
- *District supported extended day interventions.

All:

- *Instructional Coach providing support for Daily 5, CAFÉ' and other instructional strategies
- *Year long Professional Development calendar which aligns content areas (includes LID & staff meetings).
- *Provide time to collaborate at grade levels and as vertical teams
- *Literacy interventions for identified students.
- *Include Specialist (Special Education/Enrichment/Library) as part of our collaborative teams

Content Area: Math:

School: Sunnyslope Elementary

Goal: 90% of students in grades 3-5 will achieve at or above the grade level RIT score expectation as measured on spring Level Test. ***90% of students in grades K-5 will meet grade level math expectations as measured on Classroom Based Assessments in spring of 2008.***

RIT Score Expectations: 3rd(199) 4th(210) 5th(219)

Strategy/ies:

K-5- Staff will use a constructivist approach to math instruction. Strategies will include; student discourse, questioning, manipulatives, students using verbal math language, math writing, and student engagement. Gr. 4- Staff will implement the newly adopted Bridges curriculum.

Results:

Level Test Results:			CBA Results:			WASL Results:	
	06-07	07-08		06-07	07-08		
3 rd Grade	83%	56%	Kindergarten	96%	96%	3 rd	Grade
	86%	73%					
4 th Grade	85%	89%	1 st Grade	88%	91%	4 th	Grade
	84%	82%					
5 th Grade	83%	80%	2 nd Grade	87%	87%	5 th	Grade
	78%	82%					
			3 rd Grade	84%	77%		
			4 th Grade	70%	82%		
			5 th Grade	70%	72%		

Explanation of Results:

K-2

Students consistently score close to or beyond 90% at standard. Although we do not have out-of-class intervention for math, we do try to implement in-class intervention where needed in order to help the students that are struggling to meet standard.

3-5

*Continue to have concerns with the percent of 3rd grade students at standard.

*When looking longitudinally, we see little growth from year to year with cohort groups. We need to be getting more from those kids not quite at standard.

*At 4th, we credit some success with having had a parapro in the classroom during math instruction. She was able to pull small groups for extra support, to monitor behaviors & keep kids on task, and give feedback to teachers about instruction, as well as individual students.

*The levels test is the first time our students take a computerized assessment. Not sure that it makes a difference.

Primary Obstacles & Challenges 08-09:

Our greatest challenge this year will be to make the transition from the old math standards to the new revised standards. We will be developing assessment tools that we can use to check for understanding and to guide our instruction as we become familiar with the new expectations and adapt to them.

Assessments do not match new standards yet – CBA is out of date and needs to be reconsidered. Everyone needs to work on quick assessments to check progress frequently and then figure out how to meet the needs of those who get it and those who don't.

Many students are not learning math facts and basic operation fluency (examples: subtraction with regrouping and column addition). Some of us are utilizing a facts program from Otter Creek to fill that need.

Aligning curriculum takes time, even though Math Learning Center has done a lot for us. Is it wise for everyone to muddle in the process, or can a small group at each grade level do the work and develop a math curriculum calendar that others will accept?

Strategies/Action Steps 08-09

K-2

*Staff Development in math content to raise the conceptual understanding for teachers as well as training in the use of the revised standards and the implications they have for each grade level. These meetings occur on Monday mornings and after school.

*Team work to develop and implement new instructional calendars and assessment tools to adapt the use of our current Bridges curriculum to these new expectations.

*Grade level collaboration to analyze data and share instructional strategies.

3-5

*Collaboration to develop common assessments. We hope we can get to some regrouping to reteach/extend as indicated by the assessments.

*Math “groupings” at 5th grade

*Align Enrichment activities more closely to classroom needs.

*Utilizing the supplements and practice pages provided by Math Learning Center

*Teach and expect math facts to become automatic

Begin to use the SIOP strategy of naming the specific learning target and 2-3 vocabulary terms for each math lesson (We encourage Mark to come in during math at 3-5 to check on this – Are these posted? Can kids articulate the target, at least by referring to the board and reading it? Are the terms being used in instruction & discourse?)

*Extended day learning opportunities for students who need more time.

Content Area: Writing: School: Sunnyslope Elementary

Goal: 85% of students in grades K-5 will meet standard on the spring (2008) district writing CBA.

*2007 – 80%

*2008 – 85%

*2009 – 90%

Strategy/ies:

K-5: Staff will implement the new district writing assessment system.

Results:

CBA Results:

	06-07	07-08		06-07	07-08
Kindergarten	78%	77%	3 rd Grade	52%	51%
1 st Grade	67%	63%	4 th Grade	30%	59%
2 nd Grade	74%	84%	5 th Grade	52%	72%

4th Grade WASL	06-07	07-08
	78%	84%

Explanation of Results:

Writing continues to be a challenge in both providing appropriate instruction and developing effective assessment tools. The data varies from teacher to teacher and from assessment tool to assessment tool. (For example, although only 30% of the 4th graders met standard on the 06-07 CBA, 78% of the same students met standard on the writing WASL.)

We recognize that there is a substantial difference between 2nd and 3rd grade scores. We need to create 2/3 collaborative time to determine the cause of variation in scores.

Our kids work so hard at the WASL and their work is paying off. But, when they get to the final CBA, they are shot. Are our district standards higher than state standards for on-demand writing?

At 4th grade, we did some Lucy Calkins, but felt that we got a lot more from the OSPI module on Elaboration and use of released WASL papers as models for the students. We taught our students how WASL is scored and how to earn their points.

Primary Obstacles & Challenges 08-09:

Our teachers are challenged to find ways to share best practices with each other. We need to build on the success we are experiencing in some areas and provide support in the areas where it is needed most.

Teachers need to build their own understanding of what good writing truly is before they can adequately instruct their students. We need staff development in both content knowledge and instructional strategies.

At 4th, our biggest challenges include the high numbers and difficult class mix this year. Many children have extremely poor handwriting, which cuts into their writing fluency because it is just plain hard for them. Many are reading below grade level, which impacts vocabulary and spelling, both essential for good writing.

In the first CBA, we see very few students using the writing process – almost no prewriting beyond a drawing, few if any attempts at revising & editing. This results in very short pieces of writing with poor organization and no real thesis/point.

We must build writing stamina. Kids need to be able to stick to the task for longer periods and make effective revisions, not just write on and on in a pointless manner.

Every year the groups vary a great deal. Many new students coming to us seem lower than our current student. This creates challenges as we strive for 90% of our students at standard.

Strategies/Action Steps 08-09

*Utilize the newly adopted Lucy Calkins writing curriculum to guide instruction.

*Implement the use of the newly adopted spelling program to teach phonics and spelling patterns.

*Collaborate in grade level teams to score writing samples, analyze the results, and share instructional strategies.

*At 4th, we are going to use the newest OSPI writing module on prewriting/planning. It looks like there is a lot that can fit right with Lucy Calkins and will support students in expository writing success.

*We recommend that all teachers 3-5 look at the OSPI module for elaboration and try to use it. Can it be broken up so that 3rd introduces some of it and 4th builds on that?

4) VALLEY ACADEMY – GREG LOVERCAMP, PRINCIPAL

Mr. Lovercamp is required by law each year to report his staff to student ratio and that ratio is 70:1. VAL has seen an increase in student population this year. There are 205 students at VAL. The small number of students in each grade skew the WASL results. Few on-site classes are core academic classes such as reading and writing. The majority of instruction in math and reading is done at home. VAL will continue to emphasize the importance of focusing on GLE's in contact with parents.

CIPP BOARD REVIEW SUMMARY

Content Area: Reading:

School: Valley Academy

Goal:

90% of all students will be at grade level in Reading and Math by 2014.

Strategy/ies:

Parents and staff will use appropriate reading curriculum to teach and assess the state reading grade level expectations.

Parents and staff will find or create additional instructional materials to use to enable students to succeed.

Results:

	3 rd Gr	4 th Gr	5 th Gr	6 th Gr	7 th Gr	8 th Gr
	10 th Gr					
07-08	47%	52% 73%	42%	58%	55%	100%
06-07	58%	46% 50%	71%	22%	69%	85%
05-06	75%	71% 87%	41%	63%	64%	100%

Explanation of Results:

Participating students are not exposed to the WASL format, including question stems in their home-based instruction.

Our small number of students in each grade skews results either positively or negatively.

Few on-site classes are core academic classes such as reading and writing.

There is no set VAL curriculum in math and reading. Although the student contracts are aligned to the GLE's, the majority of instruction in those areas takes place at home.

Primary Obstacles & Challenges 08-09:

VAL has enrolled 62 new students this fall (19 of these are Kindergarteners).

13 out of 205 VAL students are enrolled in a WASL prep class.

Some VAL participants are reluctant to be involved in testing.

Strategies/Action Steps 08-09

Continue to emphasize importance of focusing on GLE's in contact with parents.

Emphasize participation in testing to guide instruction, with a special emphasis this year on MAPS and DRA.

Content Area: Math:

School: Valley Academy

Goal:

90% of all students will be at grade level in Reading and Math by 2014.

Strategy/ies:

Parents and staff will use appropriate math curriculum to teach and assess the state math grade level expectations.

Parents and staff will find or create additional instructional materials to use to enable students to succeed.

Results:

	3 rd Gr	4 th Gr	5 th Gr	6 th Gr	7 th Gr	8 th Gr
	10 th Gr					
07-08	33%	29% 33%	10%	54%	33%	33%
06-07	64%	20% 33%	50%	11%	23%	57%
05-06	25%	38% 43%	11%	31%	42%	100%

Explanation of Results:

Participating students are not exposed to the WASL format, including question stems in their home-based instruction.

Our small number of students in each grade skews results either positively or negatively.

Few on-site classes are core academic classes such as reading and writing.

There is no set VAL curriculum in math and reading. Although the student contracts are aligned to the GLE's, the majority of instruction in those areas takes place at home.

Primary Obstacles & Challenges 08-09:

VAL has enrolled 62 new students this fall (19 of these are Kindergarteners).

13 out of 205 VAL students are enrolled in a WASL prep class.

Some VAL participants are reluctant to be involved in testing.

Strategies/Action Steps 08-09

Continue to emphasize importance of focusing on GLE's in contact with parents.

Emphasize participation in testing to guide instruction, with a special emphasis this year on MAPS and DRA.

Content Area: Writing:

School: Valley Academy

Goal:

90% of all students will be at grade level in Writing by 2014.

Strategy/ies:

Parents and staff will use appropriate writing curriculum to teach and assess the state writing grade level expectations.

Parents and staff will find or create additional instructional materials to use to enable students to succeed.

Results:

3 rd Gr	4 th Gr	5 th Gr	6 th Gr	7 th Gr	8 th Gr	10 th Gr
07-08		31%		72%		100%
06-07		33%		44%		85%
05-06		52%		42%		80%

Explanation of Results:

Participating students are not exposed to the WASL format, including question stems in their home-based instruction.

Our small number of students in each grade skews results either positively or negatively.

Few on-site classes are core academic classes such as reading and writing.

There is no set VAL curriculum in math and reading. Although the student contracts are aligned to the GLE's, the majority of instruction in those areas takes place at home.

Primary Obstacles & Challenges 08-09:

VAL has enrolled 62 new students this fall (19 of these are Kindergarteners).

13 out of 205 VAL students are enrolled in a WASL prep class.

Some VAL participants are reluctant to be involved in testing.

Strategies/Action Steps 08-09

Implement use of Lucy Calkins Writer’s Workshop curriculum in grades K-3 to the greatest extent possible.

Continue to emphasize importance of focusing on GLE’s in contact with parents.

Emphasize participation in testing to guide instruction, with a special emphasis this year on MAPS and DRA.

5) LEWIS & CLARK – ALFONSO LOPEZ, PRINCIPAL

Lewis & Clark met the goal to get out of AYP. The 70% goal for the WASL was exceeded by 4%. The WASL scores in reading went up by 3%. Math scores, overall, remained the same as last year. The writing scores went up by 12%. Challenges have been to find time to collaborate vertically and integrating writing into math, art, health, science, and social studies. Lewis & Clark will continue to use WASL and CBA’s to address weak areas, but they will work with them earlier and not wait until later in the year. Other strategies are: using Title One help where it is needed, Reading & Math Academies, emphasis on vertical and horizontal teaming, Lucy Calkins Units, OSPI modules, and after-school assistance for students. They will also monitor students’ data more often and use it to address weak areas. Involved parents are very important and they have become more involved because of the dual language program. Thanks to parents we have developed a policy regarding homework for students.

Next year’s focus will be on conventions. Students and teachers are accountable for conventions. The goal next year will be a 10% increase in scores.

CIPP BOARD REVIEW SUMMARY

Content Area: Reading: 2008-2009 School: Lewis and Clark

Goal: The number of students on the Reading WASL, and Spring CBA’s that meet standard in reading will exceed 71%. The number of G3 ELL students meeting standard on the WASL and Spring CBA’s will exceed 35%. The number of G4 ELL students meeting standard on the WASL and Spring CBA’s will exceed 43%. The number of G5 ELL students meeting standard on the WASL and Spring CBA’s will exceed 30%

Strategy/ies: Strategy: Incorporate comprehension, interpretation and analysis, of informational text into classroom instruction. Continue to track our Migrant, Bilingual, Hispanic cells for school improvement using the AMS system.

Results:

LEWIS AND CLARK GRADE 3 READING					
	ALL	HISPANIC	WHITE	ELL	LOW INCOME
2006-07	65%	49%	80%	35%	57%
2007-08	67%	59%	74%	44%	59%
LEWIS AND CLARK GRADE 4 READING					
	ALL	HISPANIC	WHITE	ELL	LOW INCOME
2006-07	71%	66%	83%	43%	65%
2007-08	74%	65%	86%	50%	70%
LEWIS AND CLARK GRADE 5 READING					
	ALL	HISPANIC	WHITE	ELL	LOW INCOME
2006-07	78%	77%	78%	30%	76%
2007-08	71%	57%	100%	33%	67%

The number of students on the Reading WASL, and Spring CBA's that meet standard in reading will exceed 71%. **(Did meet goal at 74%).**

The number of G3 ELL students meeting standard on the WASL and Spring CBA's will exceed 35% **(Did meet goal at 44%).**

The number of G4 ELL students meeting standard on the WASL and Spring CBA's will exceed 43% **(Did meet goal at 50 %).**

The number of G5 ELL students meeting standard on the WASL and Spring CBA's will exceed 30% **(Did meet goal at 33 %).**

Explanation of Results: Lewis and Clark elementary had a good year! Our WASL scores in reading went up by 3%, we went from 71 % to 74%. Our expectations are high for all students. We are aiming to have 10% growth for next year. We targeted the right students with two sessions of Reading Academy, one sponsored by the district and one by a school grant. The Comprehension Toolkit and integration of nonfiction reading into homework. The reading instruction was also integrated into science and social studies units, which emphasized informational text. We also spent some time teaching specific WASL test taking skills.

LEWIS AND CLARK GRADE 5 SCIENCE					
	ALL	HISPANIC	WHITE	ELL	LOW INCOME
2006-07	19%	13%	32%	0%	14%
2007-08	33%	30%	39%	11%	27%

Primary Obstacles & Challenges 08-09: Scheduling represents a challenge for us. We have been able to accommodate students that are instructed in English-only into the mix with classes that are Dual Language, especially in grades 3, 4 & 5. This mix is challenging for teachers to teach the 50-50 D/L model.

Strategies/Action Steps 08-09

We will continue using WASL and CBA's data to address our weak areas. Teachers will have time to plan horizontally and vertically to develop common understanding of grade level targets. We are targeting groups of kids with Title One help during the day. We will continue planning carefully to target the right students with the Reading Academies for this year.

Content Area: Math:

School: Lewis and Clark

Goal: The number of students that meet or exceed standard on the Math portion of the WASL will exceed 56%: The number of students meeting standard on the Grade 3-5 classroom based assessment will exceed 56%.

Strategy/ies: Teachers will provide students with practice in journal writing and in the use of mathematic tools and manipulatives. Hispanic, Bilingual, and Low Income cells will be targeted for accommodations.

All teachers will continue to receive district and building math training. We will continue to focus on horizontal teaming and this year we will add emphasis on vertical teaming.

Results:

LEWIS AND CLARK GRADE 3 MATH					
	ALL	HISPANIC	WHITE	ELL	LOW INCOME
2006-07	78%	67%	89%	61%	71%
2007-08	55%	50%	61%	44%	48%
LEWIS AND CLARK GRADE 4 MATH					
	ALL	HISPANIC	WHITE	ELL	LOW INCOME
2006-07	52%	54%	5%	43%	44%
2007-08	56%	42%	72%	25%	49%
LEWIS AND CLARK GRADE 5 MATH					
	ALL	HISPANIC	WHITE	ELL	LOW INCOME
2006-07	56%	46%	74%	0%	54%
2007-08	54%	47%	71%	28%	49%

Explanation of Results: Overall Lewis and Clark’s math WASL scores remained the same as last year in grades 4th and 5th. In third grade we went down. In fourth grade we went up from 52% to 56% and in fifth grade we went from 56% to 54%. In third grade we went down from 78% to 55%. Last year we had opportunities to collaborate horizontally. But, we failed to provide enough opportunities to collaborate vertically and that is reflected in our scores. Number sense continued to be a challenge we did not put enough planning and emphasis on it.

Primary Obstacles & Challenges 08-09: To integrate strong, intentional number sense lessons with Bridges lessons. Also to find the time to collaborate vertically was a challenge. Our math team leader left our building June 08, and her knowledge will be missed by the whole school.

Strategies/Action Steps 08-09

- *Teachers will have opportunities to plan vertically throughout the year.
- *We will start the transition into the new Math Core Expectations, including teaching and assessment..
- *Our teachers will continue taking advantage of the math trainings offer by the Wenatchee School District.
- *We will provide after school assistance for math for our students below standards with Math Academy and enrichment with Math is Cool.
- *We will monitor our students’ data more often and we will use it to address our weak areas.

Strategy/ies: Incorporate 4 Square Pre Writing Strategies into the teaching of expository writing.

Incorporate 4 Square Pre Writing Strategies into the teaching of expository writing.

*Vertical teaming to coordinate the teaching of writing organization across K-5.

*Administer Grade Level Writing Assessments

- * Grade level scoring consistency, collaboration and sharing of successes will be fostered
- * Time will be provided for random selection of writing pieces to be reviewed and scored by grade level teams

Content Area: Writing:

School: Lewis and Clark

Goal: The number of students that meet or exceed the Content Organization and Style component of the 4th Grade WASL will increase by 12% from the previous year. The number of students meeting standard on the Spring CBA and WASL will exceed 36%.

*Non-negotiables for writing in every grade level will be implemented.

Results:

LEWIS AND CLARK GRADE 4 WRITING					
	ALL	HISPANIC	WHITE	ELL	LOW INCOME
2006-07	36%	40%	17%	25%	34%
2007-08	48%	36%	62%	30%	42%

Explanation of Results: Our WASL scores in writing went up by 12%. **(We did meet our goal at 48%)**. We went from 36% to 48%. We are aiming to have a growth of 10% this year. Over the last 2 years, we used the OSPI Elaboration module in 4th grade. One staff member has received state level training in WASL scoring and she shared the knowledge with other team members and students. Writing was fully integrated with other academic subjects. We also spent some time teaching specific WASL test taking skills. Our focus in writing was conventions and the non-negotiables in every grade level.

Primary Obstacles & Challenges 08-09: Finding the time to plan vertically with other grade levels.

Finding the time to plan with other grade level team members and our reading coach to integrate writing into reading, math, art health, science and social studies effectively.

Strategies/Action Steps 08-09:

Vertical collaboration planning will continue across grade levels.

Use the Lucy Caulkins Units of study intentionally.

We will continue focusing on conventions and the non-negotiables in every grade level.

For conventions, we will use lessons from Mechanically Inclined (Anderson). We will also implement the district's newly adopted spelling program.

Use the OSPI's newly developed module on pre writing.

The board thanked all the Principals for their reports.

MEETING ADJOURNED: Jesús Hernández adjourned the meeting at 8:15 p.m.

President

Superintendent