CASHMERE SCHOOL DISTRICT #222
Regular Board Meeting
November 23, 2015

Call to Order: Chairman Christensen called the meeting to order at 7:01 P.M.

Declaration of Quorum: Board members Roger Perleberg and Kelly Green were present. Paul Nelson and Brian Maydole were absent. Thirteen others attended including Superintendent Johnson.

1.0   Flag Salute – Board Chairman Tom Christensen led the Pledge of Allegiance.

2.0   Approval of the Agenda –On a motion by Roger Perleberg, the Board approved the agenda.

3.0   Reports, Correspondence and Program –

        3.1   Board Report – There was no board report.

        3.2   CHS Student Report – CHS Leadership students Camryn, Corbin and Trey Evans, Kobe Boling and Josh Johnson provided the Board with an update on current and upcoming CHS events including the Arts & Crafts Bazaar, Canned Food Drive and the Jazz Band's participation in the Lionel Hampton Jazz Festival in February.

        3.3   Superintendent's Report

                3.3.1   Fiscal Report – Dwight Remick – Superintendent Johnson advised that Mr. Remick was attending Cascade School Board meeting that evening so he would provide the enrollment and fiscal updates. He reported that enrollment numbers were down slightly from last month but still above budgeted numbers. Overall, we are down from last November by approximately 30 students.

                          Superintendent Johnson stated that the District's cash position continues to be strong. The budget is closely monitored and the next major update will occur at the end of January for the actual enrollment numbers. He reported that K-2 enhancement factors should help to offset the slight enrollment declines at the higher grade levels. The year-end fund balance is currently projected to be approximately 6.4%.

                3.3.2   District Teaching and Learning Committee (TLC) – Superintendent Johnson spoke about the reasoning behind a Teaching and Learning Council (TLC), stating that high-performing systems promote and foster "shared leadership". The TLC will provide a venue for administrators and teachers leaders to collaborate and share best practice around district initiatives. In addition,

members of the TLC will be directly involved with the development and monitoring of the districts mission, shared vision, goals and collective commitments in support of those goals. He stated that the best process for providing professional development is the professional learning community process in which:

- Teachers/administrators work collaboratively to research, try, and share best practices, analyze and constantly aim for high, internationally benchmarked standards, analyze student data and plan instruction, map and articulate curriculum and observe and coach each other.
- PLC's are an indication of a broader trend towards professional development that is increasingly collaborative, data-driven, and peer-facilitated, all with a focus on classroom practice.

Superintendent Johnson stated that the district teaching in learning council is a "system-wide" PLC. Each building is also in the process of implementing team/collaboration time to support PLC's at the building level.

3.3.3 Cashmere Middle School Update/Report – Cashmere Middle School Principal Sara Graves, Assistant Principal Kristy Daley, Counselor Elizabeth Detamore and Sixth Grade Teacher Rose Shook provided the Board with an extensive overview (attached PowerPoints) of the work the staff and administrators have undertaken on behalf of the Cashmere Middle School students. The work involves collaboration, shared leadership, quality teaching and learning, and data and targeted support. They spoke about some of the activities students have been engaged in such as Activity Night, Spirit Week and Lunch Ambassadors all targeted to increased student participation and foster good relationships. They provided an overview of Academy Math and Academy ELA, which provides students with support and intervention during school hours. They also provided information about computer programs that are available to students at home, such as IXL or LEXIA that allows students at each grade level to work at their own pace with help at every turn. Teachers are able to track and monitor the student's progress in order to add additional interventions if necessary. They spoke about the fact that this critical work would not be possible without the team/collaboration time that is built into the middle school schedule.

3.3.4 Don't Wait Project – Superintendent Johnson presented three Public Service Announcements (PSA) on how to "Unmake a Bully", written, produced and filmed by students from Vale Elementary assisted by Leah Hammond, Cashmere Middle School assisted by Don Smith and Cashmere High School, assisted by Susan Gubsch. Superintendent Johnson advised that the PSAs' are available for viewing online, on You-Tube and at our local cinemas.

4.0   <u>Visitors</u> – Newly elected board member Glenn Adams and Cashmere Valley Record reporter Nevone McDaniels attended. There were no other visitors.

5.0   <u>Consent Agenda</u>

     5.1   <u>Approval of Board Minutes –</u>
          On a motion by Kelly Green, the Board approved the October 26, 2015 board minutes as presented.

     5.2   <u>Approval of Warrants and Financial Reports</u>

Pay date of October 30, 2015: Warrants #305668 - #305752 totaling $170,541.68
General Fund $156,080.61
ASB $14,461.07
Pay date of November 10, 2015: Warrants #305753 - #305844 totaling $166,866.71
General Fund $141,106.88
ASB $25,799.83

Pay date of November 30, 2015: Warrants #305889 - #305962 totaling $116,200.12
General Fund $107,754.14
ASB $8,445.98

Pay date of November 30, 2015: Payroll in an amount totaling $1,161,352.58, including benefits.

On a motion by Kelly Green, the Board approved the warrants and payroll as presented.

6.0   <u>Action Items</u>

     6.1   <u>Personnel Report –</u>
          1. Retirements/Resignations/Terminations

          2. Requests for Leave/Transfers/Change in Hours/New Assignment

          3. Recommendation for Employment

          3a. Contract Approvals/Renewals for 2015-2016

          4. Recommendations/Request for Approval of Positions to be Posted

          5. Status of Staff Vacancies Posted, this date

Co-Curricular/Supplemental Positions
1. Resignations/Releases

2. Non-Renewals

3. Recommendations for Employment/Renewals: Co-Curricular
Christopher Valeri, HS Assistant Boys Wrestling Coach
Jamie Gere, HS Assistant Coach Girls Basketball Coach

On a motion by Roger Perleberg, the Board approved the Personnel Report.

6.2   Highly Capable 2015-2016 Plan – On a motion by Kelly Green, the Board approved the Highly Capable Plan for 2015-16 school year as presented.

7.0   Discussion Items – There were no items for discussion.

8.0   Executive Session – Board member Roger Perleberg requested a 15-minute executive session on a personnel matter with no action to follow per RCW 42.30.110 (1) (g).

On a motion by Kelly Green, the Board moved into an executive session at 8:45 PM.

On a motion by Roger Perleberg, the Board moved out of executive session at 9:10 PM.

9.0   Adjournment - On a motion by Kelly Green, and there being no further business to discuss, Chairman Christensen adjourned the meeting at 9:11 PM.

_____   _____
          Secretary   Chairman

CASHMERE MIDDLE SCHOOL

Home of the Mighty Chieftains

WE'RE NOT AFRAID TO SPARKLE

Your CMS Team Tonight...

- Sara Graves – Principal
- Kristy Daley – Assistant Principal
- Liz Detamore – Counselor Extraordinaire
- Rose Shook – 6th Grade Humanities Rock Star

Before we begin, let's start with a pep talk.

Our Mission

Cashmere Middle School exists to ensure high levels of learning for all in a safe and supportive setting.

IF YOUR GOALS DON'T SCARE YOU THEY AREN'T BIG ENOUGH.

Our Work

Collaboration

Shared Leadership

Quality Teaching & Learning

Data & Targeted Support

TO REACH A GOAL YOU HAVE NEVER BEFORE ATTAINED, YOU MUST DO THINGS YOU HAVE NEVER BEFORE DONE.

www.LDSPrintables.com

CMS is ALL IN

Invest

Interact

Influence

Operating Principles

These will be AUTOCRATIC....

1. If a staff member has a problem we will go directly to that individual with whom we have the problem.

2. If someone is complaining to you about another staff member, we will redirect them to #1.

3. Once a decision is made, even if you didn't vote for it, the decision will be supported; not sabotaged or undermined.

4. If there is confidential communication taking place, state it up front.   "This is confidential, are you able to keep it that way?"

5. We will be solution oriented and positive when talking about students, parents, colleagues, the school, and the district.

COLLABORATION

The best collaborations create something **bigger** than the sum of what each person can create on their own.

Students need our support

CMS is back with a brand new addition…
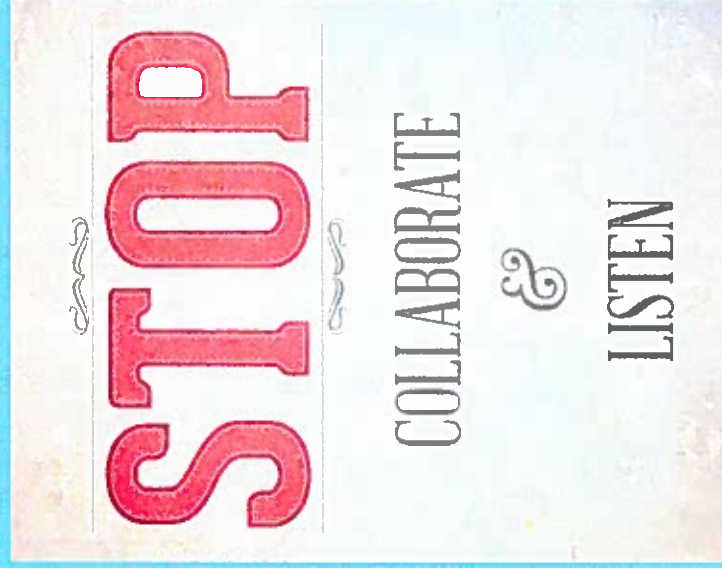
- Monday
  - Logistics
- Tuesday
  - Standards & Assessment
- Wednesday
  - Standards & Assessment
- Thursday
  - Kid Day
- Friday
  - Instructional Improvement

STOP
COLLABORATE & LISTEN

Teams review results on behalf of students

What have we accomplished so far…

Check

- Team Norms
- Syllabi
- SMART Goals
- Binder & Grade Check Agreement
- Planner Expectations
- Academy Grading Norms

Working On

→ Identifying Essential Standards
→ Kid Friendly Learning Targets
→ Student Target Tracking
→ Vocabulary
→ Common Assessments

SHARED LEADERSHIP

For decades, educators have understood that we are all responsible for student learning. More recently, educators have come to realize that we are responsible for our own learning as well. But we usually do not move our eyes around the room—across the table—and say to ourselves, "I am also responsible for the learning of my colleagues."

ASCD – Linda Lambert

Shared Leadership

...some of the best are our reps

- Building Leadership Team (BLT)
- Teaching & Learning Counsel Reps (TLC)
- Professional Learning Committees @ Work (PLC) Reps
- National Boards— 6 currently working towards NB, 6 are NB Certified = 40%
- Intervention Team
- PBIS Team
- CEL 5 Leadership
- AVID Site Counsel

QUALITY TEACHING & LEARNING

Quality Content
Basic Automaticity
Subject Learning
Integrated Learning

Exceptional Teaching
Plan
Teach
Increase Effectiveness

Engaged Students
Our core business is to engage students at all learning levels in relevant and challenging work that is designed using quality content with instruction which reflects exceptional teaching.
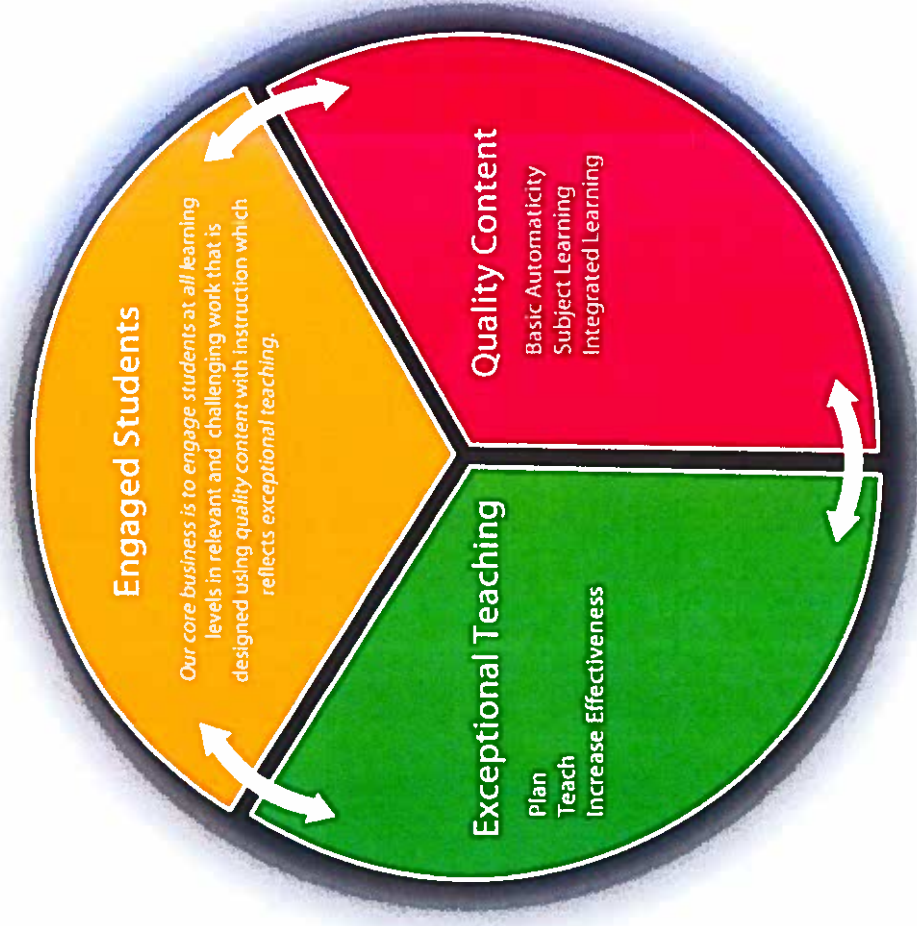
Quality Teaching & Learning

- Teaching
  - CEL 5+
    - Assessment for Student Learning Focus
  - Daily Teaming
    - Student Learning Focus

- Student
  - Activity Nights
    - Awards
    - Carnival
    - Sports
  - Lunch Ambassadors
  - Clubs
    - Leadership
    - TSA
    - Explorers Club

- Curriculum
  - Aligning Standards
    - Target Sheets
    - Student Tracking
    - Math Adoption
  - Exploring Re-alignment of SS
  - Aligning Science Kits to NGSS
  - Continued practice with Engage NY & Units of Study
  - Building Representatives on NCESD Math Fellows & Science

"In 14 different studies, teachers had students in one class track their progress on assessments; in a second class, these teachers taught the same content for the same length of time without having students track their progress. On average, the practice of having students track their own progress was associated with a 32 percentile point gain in their achievement."

-Robert J. Marzano

Rose

Name: _____

Targets

Literary Text

I can find text-based evidence to support my ideas about a text. (RL.6.1)

I can determine the central idea of a text and explain it based details from the text. (RL.6.2)

I can determine the meaning of literal and figurative language (metaphors and similes) in a text. (RL.6.4)

I can analyze the impact that word choice has on meaning and tone. (RL.6.4)

I can analyze how a particular sentence, contributes to the theme, setting, or plot of a literary text. (RL.6.5)

I can compare and contrast how reading a text is different (from watching a movie or listening to a literary text. (RL.6.7)

I can compare and contrast how different genres communicate the same theme or idea. (RL.6.9)

Informational Text

I can find text-based evidence to support my ideas about an informational text. (RI.6.1)

I can determine the central idea of a text and explain it based on details from the text. (RI.6.2)

I can use a variety of strategies to determine word meaning in informational texts. (RI.6.4)

I can analyze how an individual section of informational texts fits in and contributes to the development of ideas. (RI.6.5)

Writing

I can write an argument with clear reasons and relevant evidence to support my claim. (W.6.1)

I can write an informative piece that examines a topic and conveys ideas by including appropriate content. (W.6.2)

I can produce clear and coherent writing that is appropriate to task, purpose and audience. (W.6.4)

Name: _____   Module 1 Unit 1

READING TARGETS

	"I can..." statements	Vocabulary				
1 (RI 5.1)	I can quote accurately from the text.	Inference Quote accurately				
		Score				
Date	Evidence					
2 (RI 5.2)	I can find the main idea in text, find how it is supported by details and summarize what I have read. (Gist)	Main Idea Details Summarize gist				
		Score				
Date	Evidence					
3 (RI 5.3)	I can tell how people, events, ideas or concepts are related.	Concept Events				
		Score				
Date	Evidence					
4 (RI 5.4)	I can use context clues to understand new words and phrases.	Context clues				
		Score				
Date	Evidence					
5 (RI 5.5)	I can compare and contrast texts.	Compare Contrast				
		Score				
Date	Evidence					

KEY IDEAS AND DETAILS

CRAFT AND STRUCTURE

Activity Night

5th & 6th Grade

7th & 8th Grade
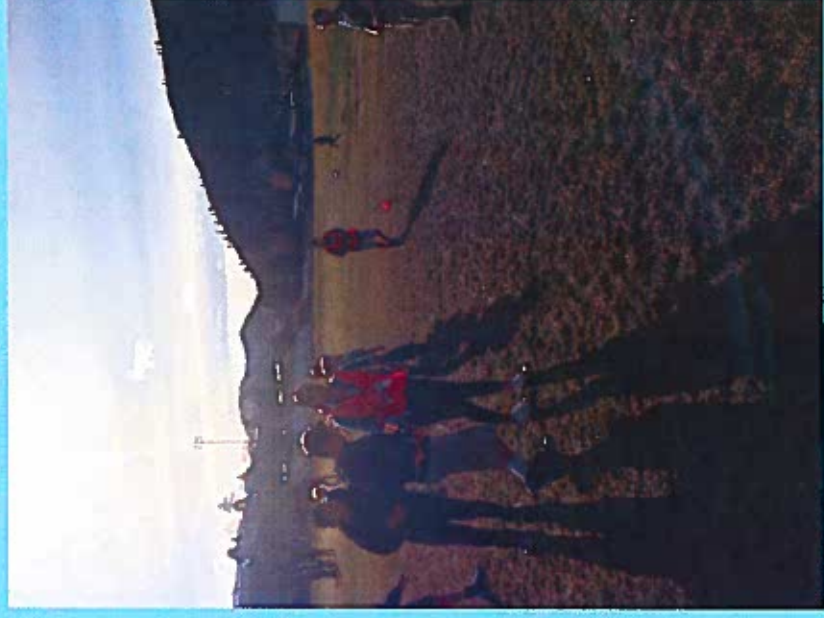
Spirit Week – sponsored by CMS ASB

Twin Day

Character Day

Lunch Ambassadors

DATA & SUPPORT

Academy Math Overview

Kristy

Academy Math Overview

Each day

○ Students are supported while working with the skills they are learning in math class.

or

○ Students receive interventions in the Number Sense strand of mathematics.

○ This takes place in a small group setting using IXL as well as one on one instruction.

Research-based Programs

- Number Sense is the base of all other strands in math.

- Example: $(1.4 \times 10^9) + (2.3 \times 10^{12})$
- grade 8 equations and expressions

- How can students be expected to understand and complete this problem without a strong Number Sense (place value, operations, magnitude,)

Student IXL work at home

- IXL allows us to reinforce all Common Core Standards at each grade level while students work at their own pace with help at every turn.

- We are also able to track and monitor progress in order add other interventions when necessary.

- Every student at CMS should have and know his/her login and password for IXL. Students will know how and what to practice at home or anytime internet is available.

Student IXL work at home

Academy ELA Overview

Rose

Research-based Programs...

A blended learning approach

- Lexia (technology enhanced learning)
  - Practice in the essential components of reading (phonics & decoding, fluency, vocabulary, comprehension)
- Listening Center
  - Pre-reading novels from general education classes.
- Direct Instruction
  - Word attack skills (REWARDS)
  - Comprehension/Vocabulary strategies

Student Lexia work at home

Monthly Data Monitoring

○ Our teams of teachers meet monthly to review data that has been gathered.

○ We meet to answer these questions:
  ○ "Who is responding to instruction?"
  ○ "Who is not responding to instruction?" "What will we do to change this?"

○ Progress monitoring is a way for teachers to take a snapshot of how children are doing on a specific skill.

Students "graduate" from Academy classes.

Other Interventions at CMS

Morning Math Lab

- Students are chosen, based on data, and required to attend Morning Math Lab from 7:45-8:00 Monday-Friday.

- Additional time on IXL.

- Focused instruction on areas of mathematical deficit.

- Data is reviewed by certificated staff.

ZAP

- Zeroes Aren't Permitted- Homework lunch program

- Students with zeroes on classroom assignments meet during lunch to get the support they need to get their work completed.

- When the work is completed, their name comes off the ZAP list.

Power Hour

- After School Homework Tutoring in the library

- Monday-Thursday; 2:50-4:00

- Snacks are available.

- ELL Support

- Staffed with certificated, classified and community volunteers
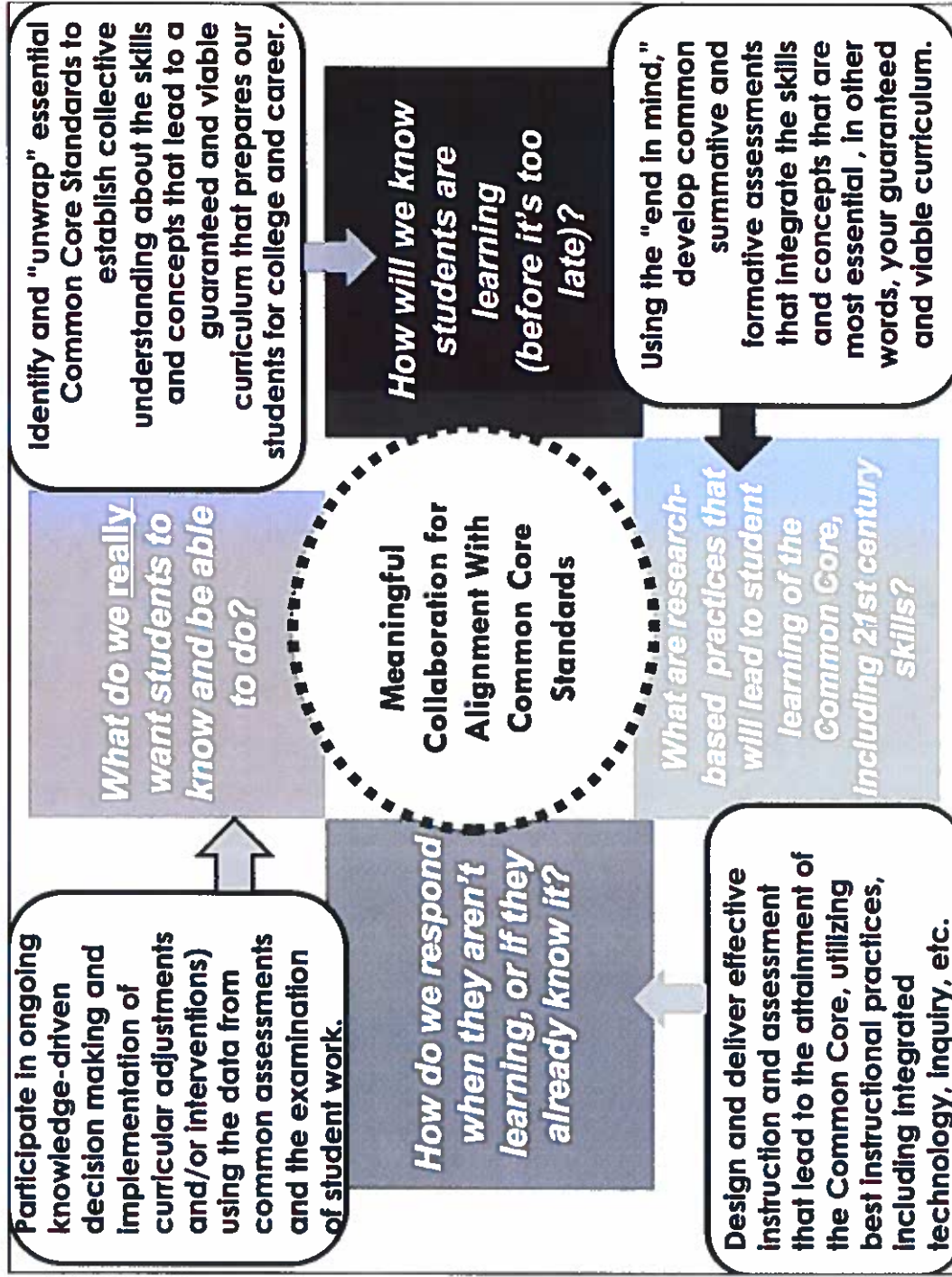
4 Questions

What do we want them to know?

How do we know they have learned it?

What do we do when they don't get it?

What do we do when they already know it?

Sara

What do we really want students to know and be able to do?

Identify and "unwrap" essential Common Core Standards to establish collective understanding about the skills and concepts that lead to a guaranteed and viable curriculum that prepares our students for college and career.

How will we know students are learning (before it's too late)?

Using the "end in mind," develop common summative and formative assessments that integrate the skills and concepts that are most essential , in other words, your guaranteed and viable curriculum.

Meaningful Collaboration for Alignment With Common Core Standards

What are research-based practices that will lead to student learning of the Common Core, including 21st century skills?

Design and deliver effective instruction and assessment that lead to the attainment of the Common Core, utilizing best instructional practices, including integrated technology, inquiry, etc.

How do we respond when they aren't learning, or if they already know it?

Participate in ongoing knowledge-driven decision making and implementation of curricular adjustments and/or interventions) using the data from common assessments and the examination of student work.

Q1: Did you receive a letter in the mail inviting you to attend a conference?Recibir usted una carta en el correo invitándolos a asistir una conferencia?
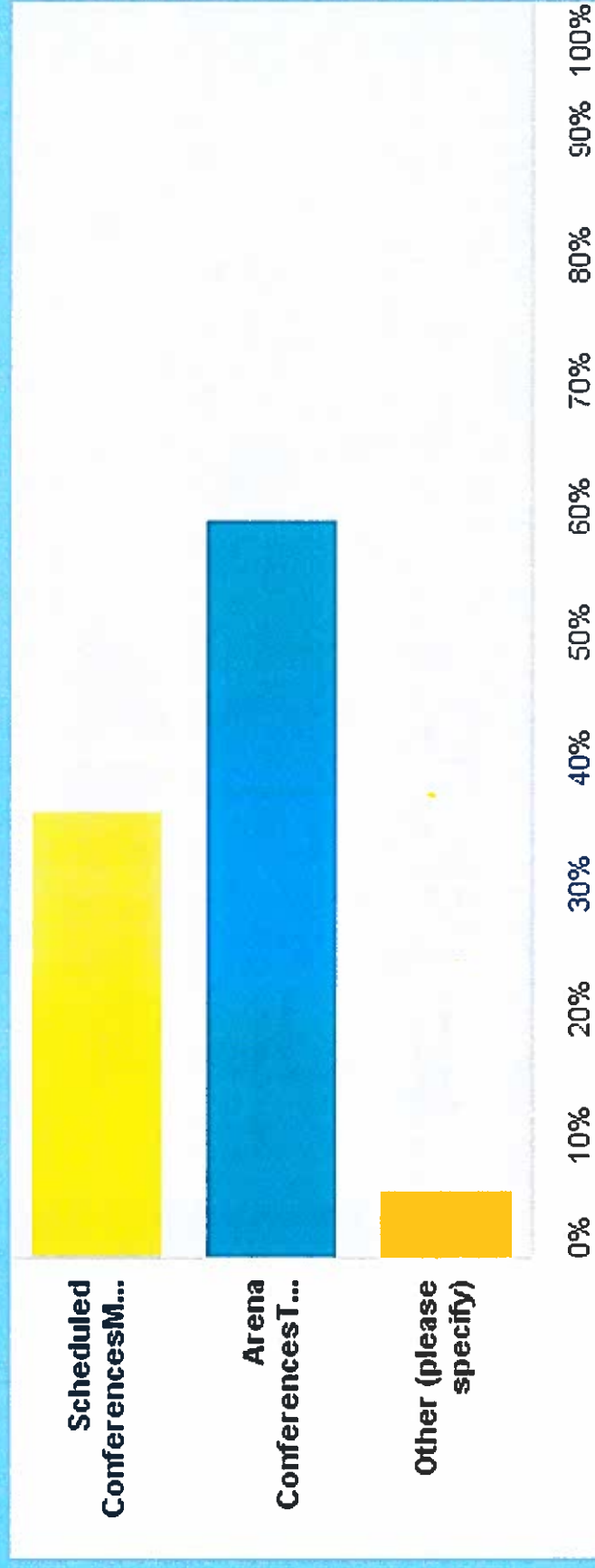
○ Answered: 128   Skipped: 2
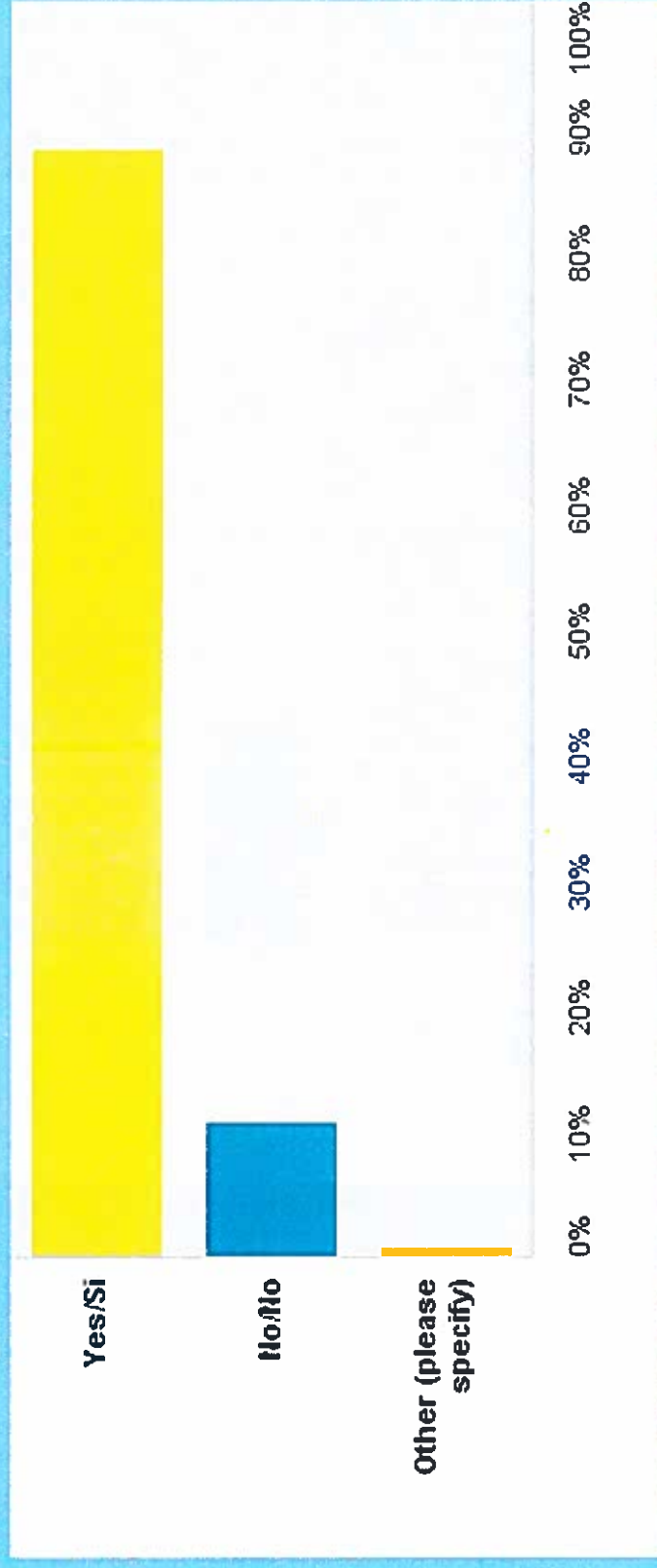
Q2: What grade is your child(ren) in? (check all that apply)
# En que grado esta su niño(s)? (marque todo lo que aplique)

○ Answered: 130 Skipped: 0
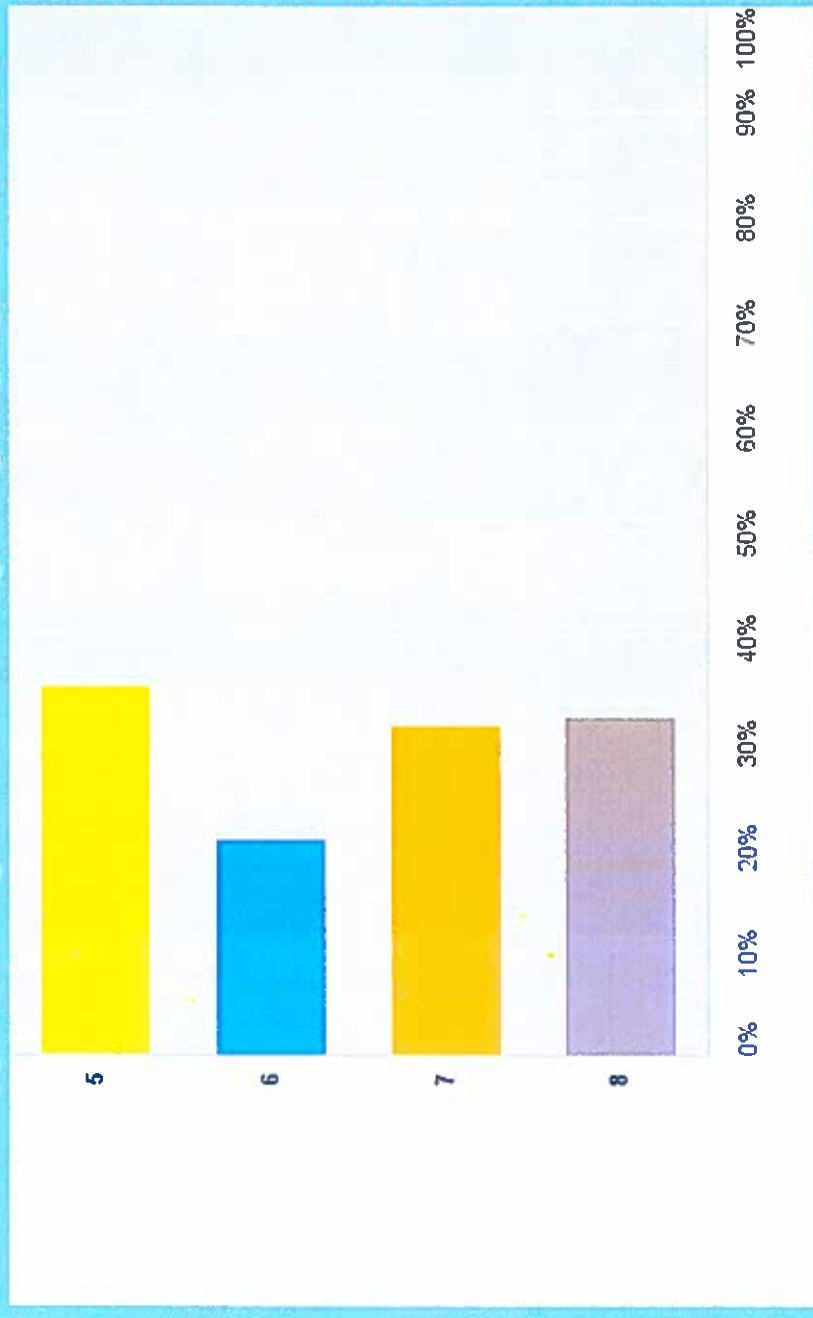
Q3: When did you attend your parent-teacher conference?
Cuando asistió usted la conferencia de padres-maestros?
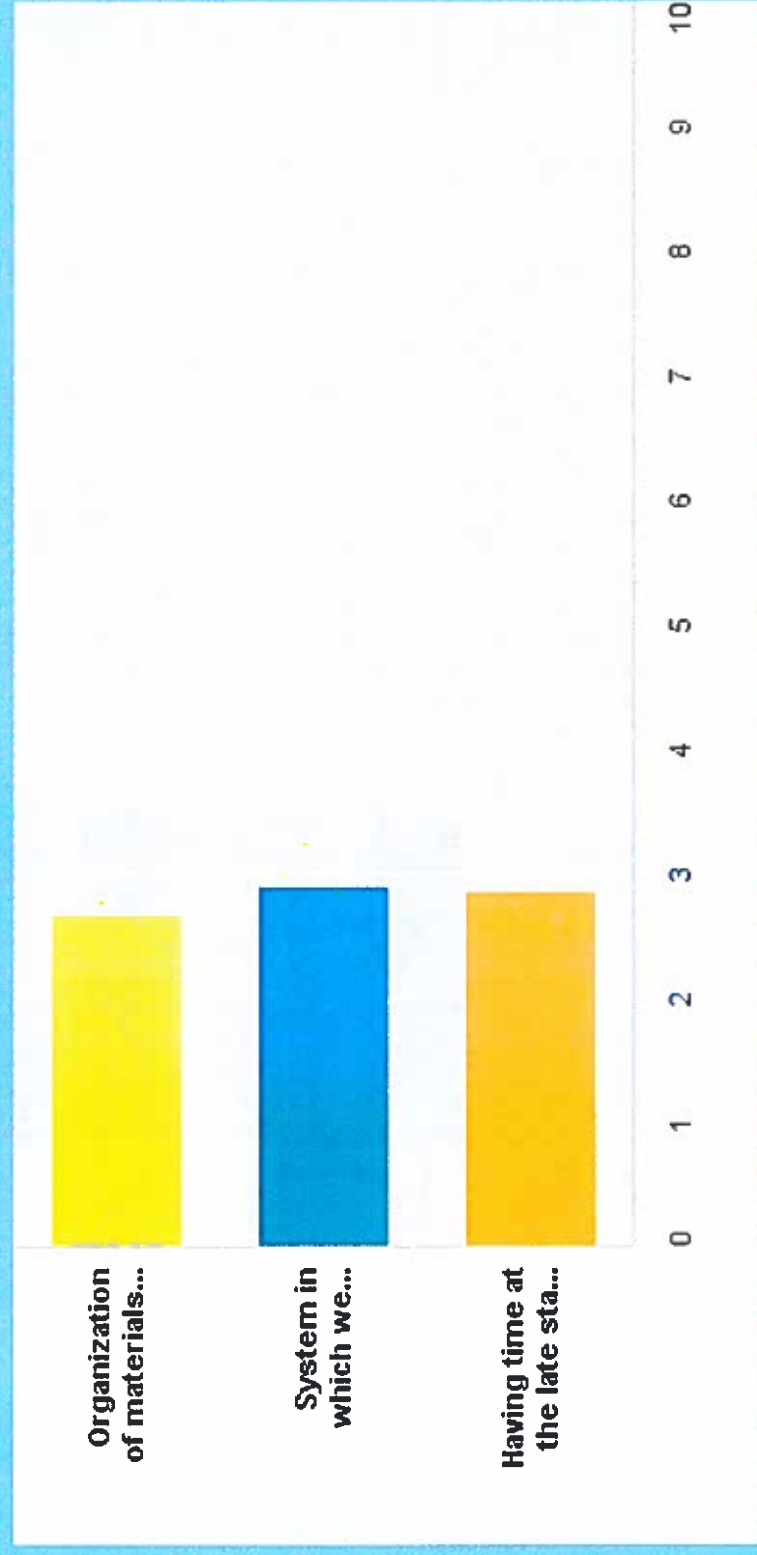
○ Answered: 129   Skipped: 1

Scheduled ConferencesM...

Arena ConferencesT...

Other (please specify)

0%   10%   20%   30%   40%   50%   60%   70%   80%   90%   100%

Q4: Did your Parent-Teacher Conferences meet your needs?La conferencias de Padres-Maestros cumplio con sus necesidades?

○ Answered: 127   Skipped: 3
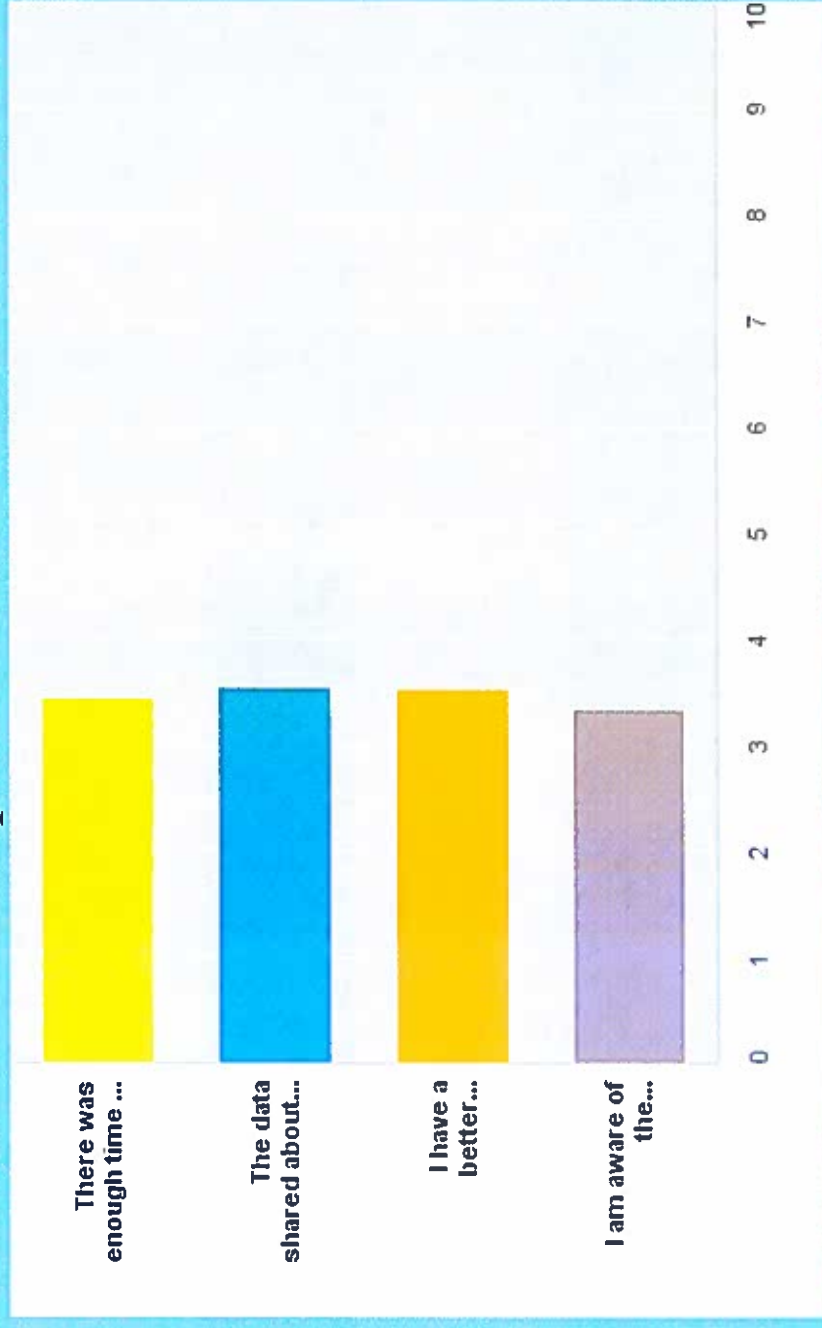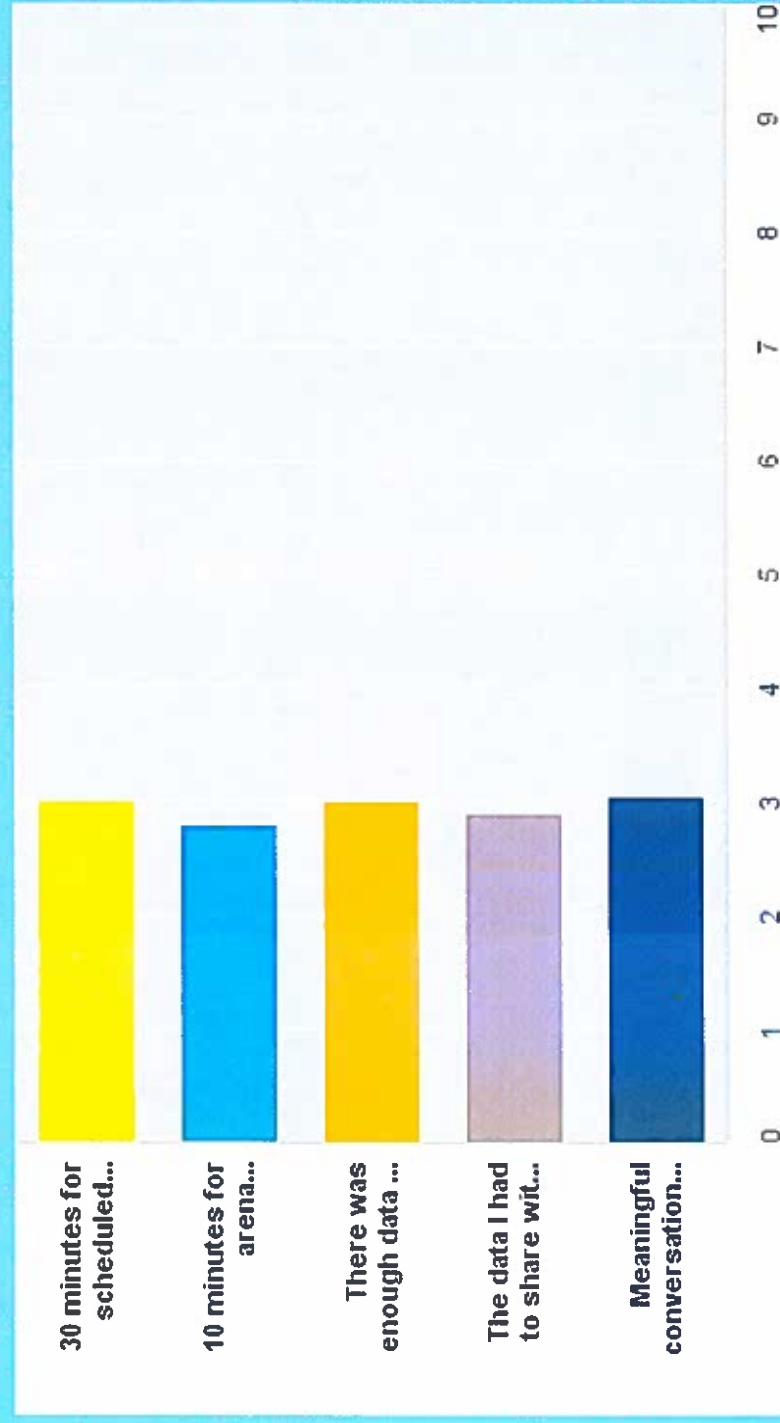
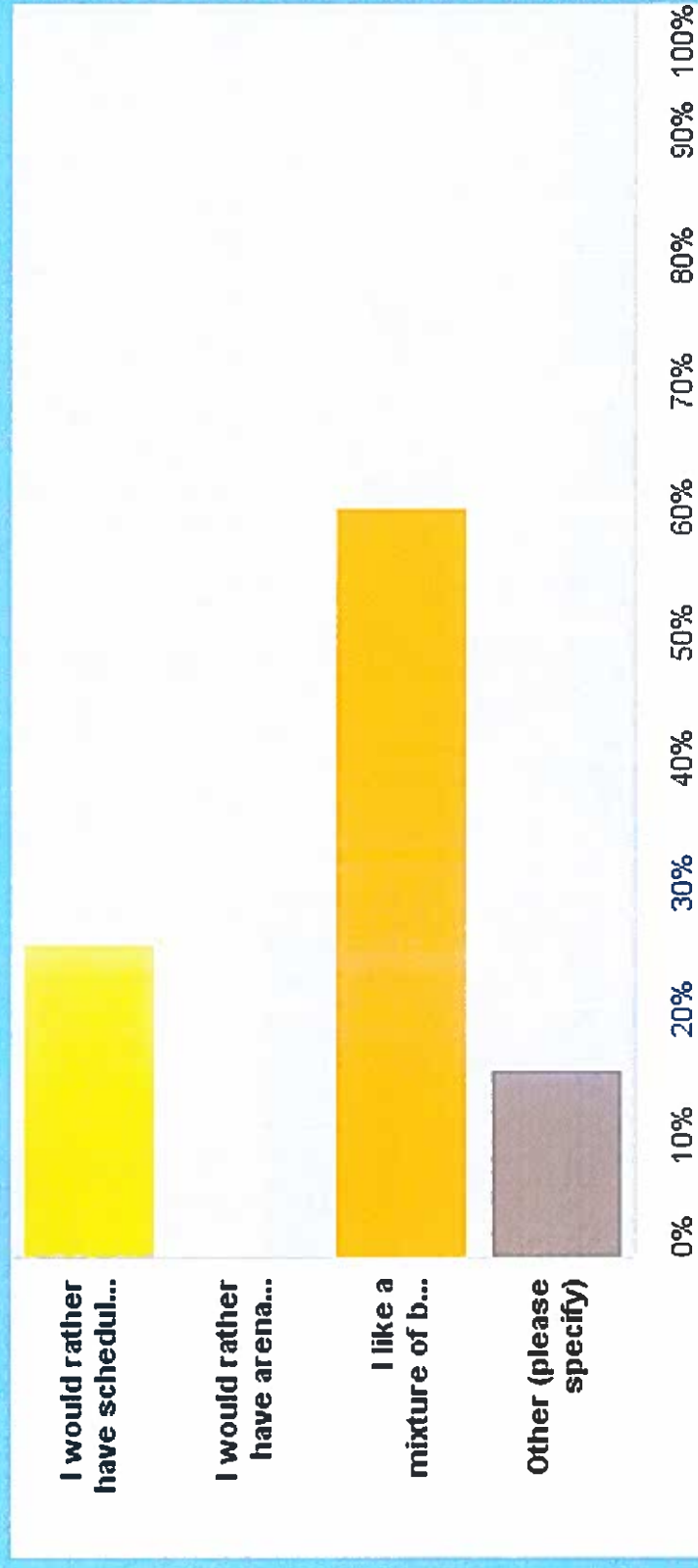# Q1: How easy was the planning process for conferences?

○ Answered: 21 Skipped: 0

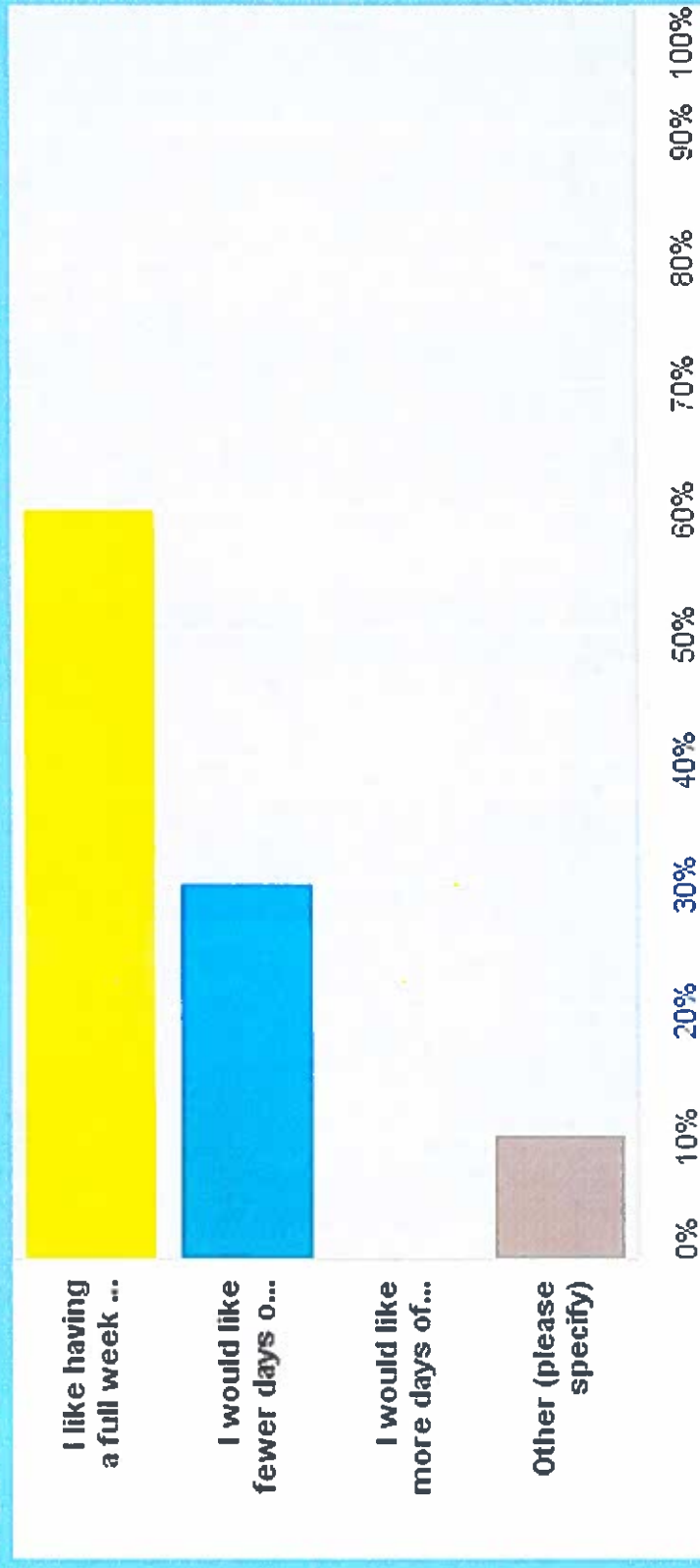# Q2: Did parent-teacher conferences meet your needs?

○ Answered: 20   Skipped: 1

Q3: Which format did you prefer?

Answered: 20   Skipped: 1

Q4: Tell us about the school schedule...

Answered: 20   Skipped: 1

Questions?

THE FUTURE BELONGS TO
THE CURIOUS.
THE ONES WHO ARE
NOT AFRAID TO TRY IT,
EXPLORE IT,
POKE AT IT,
QUESTION IT
AND TURN IT INSIDE OUT.

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