EASTMONT SCHOOL DISTRICT
Relationships, Relevance, Rigor, Results
509.884.7169 • FAX:509.884.4210 • WWW.EASTMONT206.ORG
800 EASTMONT AVE. • EAST WENATCHEE, WA 98802

BOARD OF DIRECTORS
VIRTUAL MEETING AGENDA
Monday, January 11, 2021
5:30 p.m. Regular Meeting

Eastmont Administration Office

Due to current restrictions on public gatherings and in support of public safety, Eastmont's Board of Directors' Meeting on Monday, January 11, 2021 is closed to in-person public attendance. This meeting will be broadcast by the Superintendent and staff from the Eastmont Administration Office Board Room via this link:

https://zoom.us/j/94130302023

- *If requested, the password is Eastmont.*
- *If this link does not connect, please check the website for an updated Zoom link.*

The Eastmont School District is governed by a board of five directors. The Eastmont Board of Directors sets the direction of the District by establishing goals, objectives, and policies to guide the superintendent who supervises all programs and staff. The Board of Directors is responsible for ensuring that the Eastmont School District is adequately financed to meet those goals, objectives, and policies; for monitoring the progress of the District; and for evaluating the performance of the superintendent. Each board member is a fiduciary for the District and, as such is responsible for using his or her best judgment in conducting the affairs of the District.

The Board generally meets at 5:30 p.m. on the second and fourth Monday of each month at either a school site or the Administration Office Board Room at 800 Eastmont Avenue, East Wenatchee. On holidays, or when a conflict occurs, a meeting may be held at an alternate time and/or date with proper notification given to the media.

The complete 2020-21 Board Meeting Schedule is available at www.eastmont206.org under the School Board tab.

NOTICE is hereby given that the Eastmont School District No. 206 Board of Directors, Douglas County, Washington will hold a virtual regular meeting on Monday, January 11, 2021 beginning at 5:30 p.m. for the purpose of considering and acting upon the following agenda items:

I. CALL TO ORDER & PLEDGE OF ALLEGIANCE

II. APPROVE AGENDA/MODIFICATIONS

III. PUBLIC COMMENT

Comments critical of personnel, students, or volunteers will not be read given privacy concerns. Instead, they will be referred to the Superintendent for further inquiry and possible action.

Public comments will be accepted starting at about 5:32 by calling (509) 888-4698. Comments may also be sent by regular mail to Eastmont School District or emailed to schoolboard@eastmont206.org Chat comments will not be enabled during the meeting.

IV. BUILDING AND PROGRAM REPORT

A. Grant Staff Recognition — Whitney Smith, Board Vice President

B. Grant Elementary School Building Report — Kirsten Mittelstaedt, Principal

V. INFORMATION

A. Board News

B. Superintendent News

VI. CONSENT AGENDA

(All items on the Consent Agenda have been distributed to board members for study and are considered routine. ALL items appearing in this section are adopted by one single motion, unless a member of the board or the superintendent requests that an item be removed and voted on separately.)

A. Approval of the minutes from the virtual regular meeting held on December 14, 2020.

B. Approval of the payment of the bills and/or payroll dated January 11, 2021.

C. Approval of the Personnel Action Items dated January 11, 2021.

D. Approval of the School Improvement Plan for Grant Elementary School.

E. Approval of Amendment #1 to the lease for the orchard on 6th Street SE, East Wenatchee.

F. Approval of the Student Calendar for the 2021-22 school year.

G. Review of the following policy for First Reading/Discussion:

Section	*Number*	*Title*
6000 Management Support	Policy 6112	Rental or Lease of District Real Property

H. Review of the Monthly Student Enrollment Update.

VII. DISCUSSION AND POSSIBLE ACTION ITEMS

A. Procedure 3130-P District Attendance Areas — Spencer Taylor, Executive Director

B. Draft Superintendent Evaluation Form 1630-F — Annette Eggers, Board President

VIII. REPORT

A. Verbal Report on Superintendent's Annual Goals — Garn Christensen, Superintendent

IX. FUTURE AGENDA ITEMS

X. ADJOURNMENT

FUTURE TOPICS – Identified by the Board for further review.

1) Instructional screen time
2) Criteria and guidelines for student music and theater performances
3) Selection of sexual health curriculum

UPCOMING MEETINGS – Until further notice, all future Eastmont Board of Directors Meetings will be held virtually.

January 25 Virtual Regular Meeting at Eastmont Administration Office at 5:30 p.m.
February 8 Virtual Regular Meeting with Eastmont Junior High School at 5:30 p.m.
February 22 Virtual Regular Meeting & Board Training at Eastmont Administration Office at 5:30 p.m.

Grant Elementary - School Board Recognition 2020-21

1.	Grant staff continue to pour their hearts into their students' families.
2.	Twenty-four percent of Grant's 125 EL students exited the bilingual program last spring through the ELPA 21 Assessment. Staff saw a 20% improvement in both Kindergarten and First Grade exit rates from the previous year.
3.	Since Spring 2020, Grant Staff tackled the challenge of childcare for community essential healthcare workers, fully remote instruction, identifying and selecting most vulnerable students, creating an on-site program to support educare and 3-5% of the most vulnerable students, hybrid instruction (AM/PM), and are getting ready for the next transition to alternating school days.
4.	Grant teachers identified the essential standards for an altered school year to provide the best learning in a difficult time.

Grant Elementary Report for 2020-21

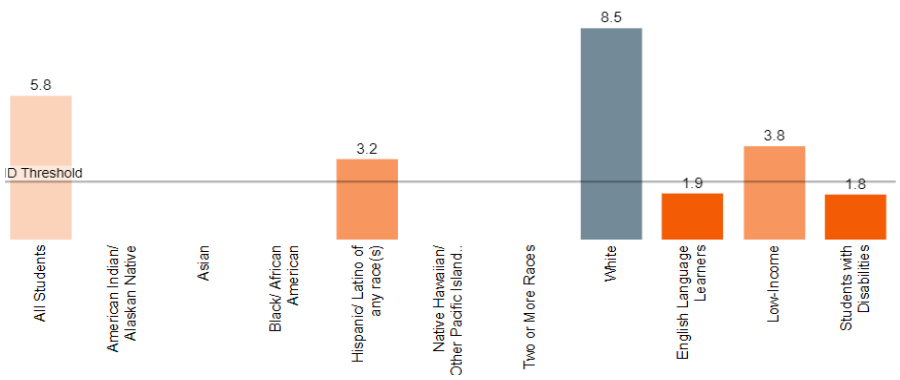
***FTE**=Full-time Equivalent; **F & R**=Free & Reduced; **H**=Hispanic; **ELL**=English Language Learners; **M**=Migrant; **Sp Ed**=Special Education; **A**=Students with <2 Absences Per Month; **MB**=Mobility, **HL**=Homeless, **D**=Discipline Rate, **E1**=Exclusion of <=1 day; **E2**=2-3 days; **E4**=4-5 days; **E6**=6-10 days; **E10**=>10 days.*

Student Demographics and Information (School % / District %)																Staff Information					
Year	FTE	F & R	H	ELL	M	SpEd	A	MB	HL	D	E1	E2	E4	E6	E10	FTE	Cert	Para	Office	Maint	Adm
2015-16	508	56/56	48/46	NA/19	11/11	9/12	91/85	NA	NA	NA	NA					49.5	30.15	15	1	2	1.5
2016-17	503	56/56	50/46	NA/19	9/10	10/12	94/85	NA	NA	NA	NA					51	31.5	15	1	2	1.5
2017-18	510	56/55	51/47	NA/18	8/10	9/12	93/85	NA	NA	1.7/3.7	67/29					50.5	31	15	1	2	1.5
2018-19	497	57/59	49/47	27/11	11/11	10/13	NA/NA	2.8/3.8	4.2/4	NA/3.7	NA					51	31	15.5	1	2	1.5
2019-20	487	52/58	49/48	25/17	7/10	12/13	93/86	.6/3	.4/4	<1/3.8	NA	NA	NA	NA	NA	51.5	33	14	1	2	1.5

Budget using prior year numbers: $76,539 + prior year end balance of $30,450 – expenditures of $72,150 = year-end balance of $34,839

District or Building Goal & Supporting Strategy/Activity	Progress/Data
Continue to support and implement essential standards work in reading and math through grade level teams and site council.	Refine essential standards in reading & math. Develop and analyze scores on common assessments of essentials. Reteach standards and adjust instruction.
MTSS: PBIS & RTI programs; program adjustments to meet the needs of our most vulnerable during the pandemic.	Frequent schedule adjustments & program adjustments to meet needs of our 3-5% served in building. Services include 28 of 105 EL students at school every day. Serving 133 students in 44 small groups with 8 instructors 4 days per week.
Building and supporting school culture for Grant community (students/ staff/parents).	Focus on increased and timely communication, making connections with families and fostering relationships with staff.

Overall School Improvement Scores (Prior 3 years)



	All Students	American Indian/ Alaskan Native	Asian	Black/ African American	English Language Learners	Hispanic/ Latino of any race(s)	Low-Income	Native Hawaiian/ Other Pacific Islander	Students with Disabilities	Two or More Races	White
ELA Proficiency Rate	54.6%				14.3%	38.7%	39.8%		24.1%		70.5%
Math Proficiency Rate	53.0%				14.9%	38.7%	37.9%		22.4%		68.2%
ELA Median SGP	54				47.5	47.5	49		41.5		61
Math Median SGP	46				32	38	42		37		52
Graduation Rate											
EL Progress Rate*	73.4%										
Regular Attendance Rate	93.4%				90.7%	91.8%	91.5%		89.7%	88.9%	95.1%
Ninth Grade On Track Rate											
Dual Credit Rate											

*The EL Progress measure only applies to students who are English Learners

1/11/2021; Report prepared by Principal Kirsten Mittelstaedt

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BOARD OF DIRECTORS
VIRTUAL REGULAR MEETING MINUTES
December 14, 2020

- DRAFT -

CALL TO ORDER & PLEDGE OF ALLEGIANCE
The virtual regular meeting of the Eastmont School District Board of Directors was called to order by Board President Dave Piepel at 5:30 p.m. in the Eastmont Administration Office Board Room at 800 Eastmont Avenue, East Wenatchee.

A Zoom link was provided on the District's website for public participation at: https://zoom.us/j/93286426061

ATTENDANCE
Present in the Board Room:

Dave Piepel, Board President
Annette Eggers, Board Vice President
Whitney Smith, Board Director
Meaghan Vibbert, Board Director
Cindy Wright, Board Director
Brandy Fields, Superintendent's Secretary
Garn Christensen, Board Secretary/Superintendent

Participating remotely:

District staff presenting and one media personnel

APPROVE AGENDA/MODIFICATIONS
Superintendent Garn Christensen reported there were no modifications to the Agenda.

MOVED by Director Wright and SECONDED by Director Smith to approve the Agenda for December 14, 2020 as presented. The motion CARRIED unanimously.

PUBLIC COMMENT
Instructions for public comment were provided on the Agenda. Public Comments can be made to the Board in three ways: 1) By calling (509) 888-4698; 2) By writing and sending regular mail to the Administration Office; and 3) By email to schoolboard@eastmont206.org There was no public comment.

REORGANIZATION OF THE BOARD
President Piepel opened the nominations for the position of board president.
MOVED by Director Wright and SECONDED by Director Vibbert to nominate Director Eggers for board president.

Hearing no other nominations, President Piepel closed the nominations for president.

President Piepel asked for a roll call vote for Director Eggers for board president:
Director Eggers – aye
Director Piepel – aye
Director Smith – aye
Director Vibbert – aye
Director Wright – aye
The motion CARRIED unanimously.

Director Piepel opened nominations for board vice president.
MOVED by Director Eggers and SECONDED by Director Vibbert to nominate Director Smith for board vice president. Director Piepel closed the nominations for vice president.

Director Piepel asked for a roll call vote for Director Smith for vice president:
Director Eggers – aye
Director Piepel – aye
Director Smith – aye
Director Vibbert – aye
Director Wright – aye
The motion CARRIED unanimously.

Director Piepel opened nominations for WIAA Representative.
MOVED by Director Vibbert and SECONDED by Director Eggers to nominate Director Piepel to serve as the WIAA Representative for a one-year term.

Director Piepel asked for a roll call vote for Director Eggers for WIAA Representative:
Director Eggers – aye
Director Piepel – aye
Director Smith – aye
Director Vibbert – aye
Director Wright – aye
The motion CARRIED unanimously.

- DRAFT -

Director Piepel thanked the Board for the opportunity to serve as Board President and was also appreciative of Superintendent Christensen and his Administration.

BUILDING AND PROGRAM REPORT

A. Kenroy Staff Recognition.

Director Eggers recognized Lee Elementary Staff for the following accomplishments:

1. Kenroy staff championed remote learning in the spring, along with successful 1a, 1b and 2a Reopenings. They did all of this incredibly difficult work with flexibility, positivity, and patience.
2. Twenty-two percent of Kenroy's 116 EL students exited the bilingual program last spring through the ELPA 21 Assessment. Over a one year period, they were able to significantly decrease the number of level 1 students as well.
3. Each day, the amazing Kenroy staff are running highly complex and unique models of learning across campus, including: child care, Educare, Life Skills, remote learning, and two sets of on-site cohorts. All of these models are taking place safely and seamlessly!
4. Kenroy Site Council and staff have intentionally focused attention this year on the hope, optimism, and well-being of staff.

B. Kenroy Elementary School Building Report.
Principal Kristy Daley and Kenroy Elementary School staff shared information on their recent challenges and accomplishments. They answered questions from the Board.

INFORMATION

A. Board News.
Director Smith shared she recently participated in the construction walk-through and said it was great to see the progress. President Eggers shared her appreciation for elementary students being able to be on campus part-time.

B. Superintendent News.
Superintendent Christensen asked Executive Directors Spencer Taylor and Matt Charlton to give the Board an update on what was happening with instruction and scheduling. He also acknowledged COVID Supervisor Russ Waterman for his work with COVID procedures and staff potential exposure incident reporting and Executive Director Vicki Trainor for her work creating MOU's with union groups.

CONSENT AGENDA

A. Approval of minutes. The Board of Directors approved the minutes from the virtual regular meeting held on November 23, 2020.

B. Payment of bills and/or payroll. The Board of Directors approved the following checks, direct deposits, or wire transfers listed on check summaries dated November 23, 2020:

Warrant Numbers	Total Dollar Amount
7120366-7120366	$3,127.05
7120367-7120485	$272,745.65

C. Approval of personnel action. The Board of Directors approved the Personnel Action Items dated December 14, 2020.

D. Approval of school of improvement plan. The Board of Directors approved the School Improvement Plan for Kenroy Elementary School.

E. Approval of grant. The Board of Directors approved the Carl Perkins Grant Application/ Assurances for 2020-21.

F. Approval of policies. The Board of Directors approved the following policies for Second Reading/Adoption:

Section	*Number*	*Title*
3000 Students	Policy 3510 & 3510-P	Associated Student Bodies
3000 Students	Policy 3520 & 3520-P	Student Fees, Fines, and Charges

G. Review of student enrollment update. The Board of Directors received the Monthly Student Enrollment Update.

H. Review of budget status update. The Board of Directors received the Monthly Budget Status Update.

MOVED by Director Piepel and SECONDED by Director Wright to approve Consent Agenda Items #A-H. The motion CARRIED unanimously.

- DRAFT -

DISCUSSION ITEMS

A. Timeline for Procedure 3130-P District Attendance Areas.
Executive Director Spencer Taylor went over the goals and timeline with revising Procedure 3130-P District Attendance Areas. He anticipates being able to provide recommendations to the Board in the next couple months.

B. Draft Superintendent Evaluation Form 1630-F.
President Eggers and Director Vibbert presented a draft Superintendent Evaluation Form 1630-F. The Board was favorable of the updates and requested it be reviewed next by Executive Director Vicki Trainor and legal counsel.

FUTURE AGENDA ITEMS

None at this time.

ADJOURNMENT

MOVED by Director Wright and SECONDED by Director Piepel to adjourn the meeting. The motion CARRIED unanimously.

The meeting adjourned at 6:46 p.m.

Approval:

- DRAFT -

_____

Chairperson Date

_____

Secretary Date

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TO: Board of Directors

FROM: Vicki Trainor, Executive Director of Human Resources

SUBJECT: Personnel Action Items

DATE: January 11, 2021

CATEGORY

☐Informational ☐Discussion Only ☐Discussion & Action ☒Action

BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

New Hires

The following people have been offered tentative employment for the 20-21 school year:

Last Name	First Name	School	Position
Cervantes	Martha	EHS	Para-Educator Bilingual
Flowers	Whitney	Lee	Para-Educator
Husted	Hannah	Clovis	Para-Educator
King	Holly	EJHS	Para-Educator
Robinson	Amie	EHS	Para-Educator
Sanford	Mika	EJHS	Para-Educator
Waters	Olivia	EHS	Para-Educator

ATTACHMENTS

☒None

FISCAL IMPACT

☒Personnel Expenditure

RECOMMENDATION

The administration recommends approval of the Personnel Action Items listed above.

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TO: Board of Directors

FROM: Garn Christensen, Superintendent

SUBJECT: School Improvement Plan for Grant Elementary School

DATE: January 11, 2021

CATEGORY

☐Informational ☐Discussion Only ☐Discussion & Action ☒Action

BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

Attached is the School Improvement Plan for Grant Elementary School for your review.

ATTACHMENTS

☒School Improvement Plan

FISCAL IMPACT

☒None

RECOMMENDATION

The administration recommends approval of the School Improvement Plan for Grant Elementary School.

Grant Elementary

Title 1 Part A - Schoolwide Plan

2020-21

Planning Team			
Name of Team Member	**Position/ Representation**	**Signature**	**Date**
Lisa Gilman	Chairperson		
Kirsten Mittelstaedt	Principal		
Erin Coyle	Assistant Principal		
Lori Bokman	ParaEducator		
Julie Hunter	Parent (non-Staff)		
Kaycie Anderson	Teacher		
Karen Dodd	Teacher		
Brandee Gilstrap	Teacher		
Cassie Dobson	Teacher		
Kristen Sebesta	Teacher		

Mission/Vision Statement

Mission

Learning for all, whatever it takes.

Vision

Grant Elementary strives for a welcoming, caring, safe and supportive atmosphere. We create and value positive relationships within the Grant school community. Our staff works collaboratively to seek and implement strategies for continuous student growth and academic success.

Collective Commitments

In order to achieve the shared vision of our school we will;

- Monitor each student's progress on a frequent basis.
- Respect and honor others within our Grant community.
- Teach to the whole child.
- Provide an environment where risk taking is encouraged and positive change is valued.
- Share expertise and promote a culture of learning.

Culture of Equity Statement
We work to achieve educational equity in our classroom instruction. We are currently serving 28 of our most impacted students either by access to education, language learning needs, Special Education needs, migrant status, and/or academic struggle. We serve students by offering them instruction all day, every day.

Component 1: Comprehensive Needs Assessment:

The comprehensive needs assessment directs a building to collect and analyze student data. This process identifies the strengths and weaknesses impacting student performance. It also sheds light on the needs of the entire program. All students benefit from the interventions and services made possible through a schoolwide program; however, schools should place emphasis on strategies that help learners struggling to meet state standards.

In their needs assessment, schools must describe their students' demographics, levels of achievement, family involvement, atmosphere, and staffing.

A needs assessment includes outcomes, and documents how schools use data to reach outcomes. This documentation must include a detailed analysis of student subgroups. Districts must also examine student, teacher, and school community strengths and needs.

Needs assessments include both district and building priorities and concerns. Schools also provide strengths and weaknesses of their program.

Describe how the needs assessment was conducted. Include who was involved and what data was gathered.

- During the 2019-20 school year, staff analyzed student achievement data in reading, writing and math. Staff also studied end of year goals in grade levels, EL data and attendance data.
- Fall 2020 - Grade level teams and interventionists assessed students to determine Tier 3 reading interventions and student placement.

Describe the Demographic trends of your school. (Include grade levels served, enrollment, % of each subgroup)

487
Students Enrolled

92.7%
Students Regularly Attend

52.9% Met ELA Standards
51.5% Met Math Standards
Met Science Standard

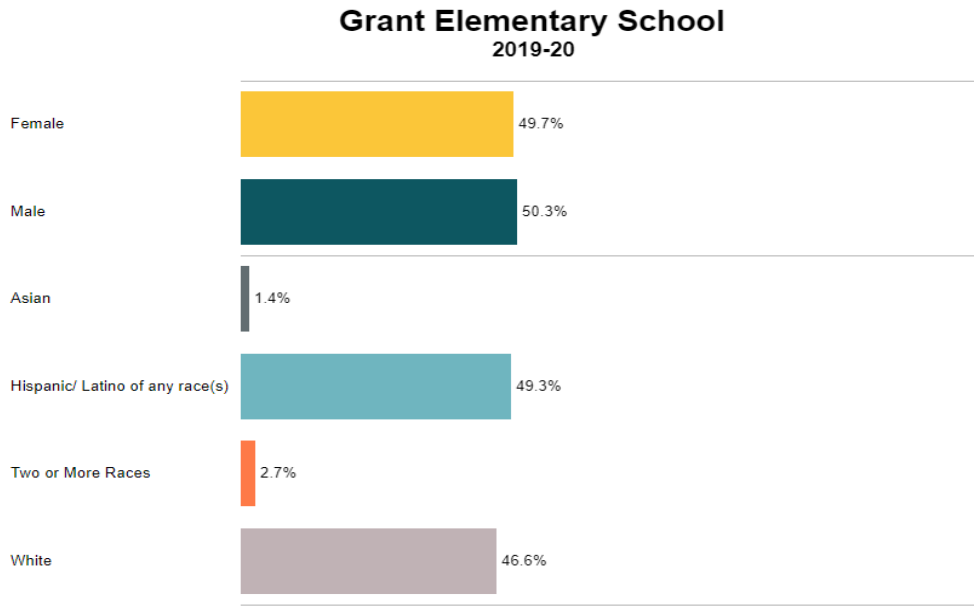
$12,769
Per-pupil Expenditure

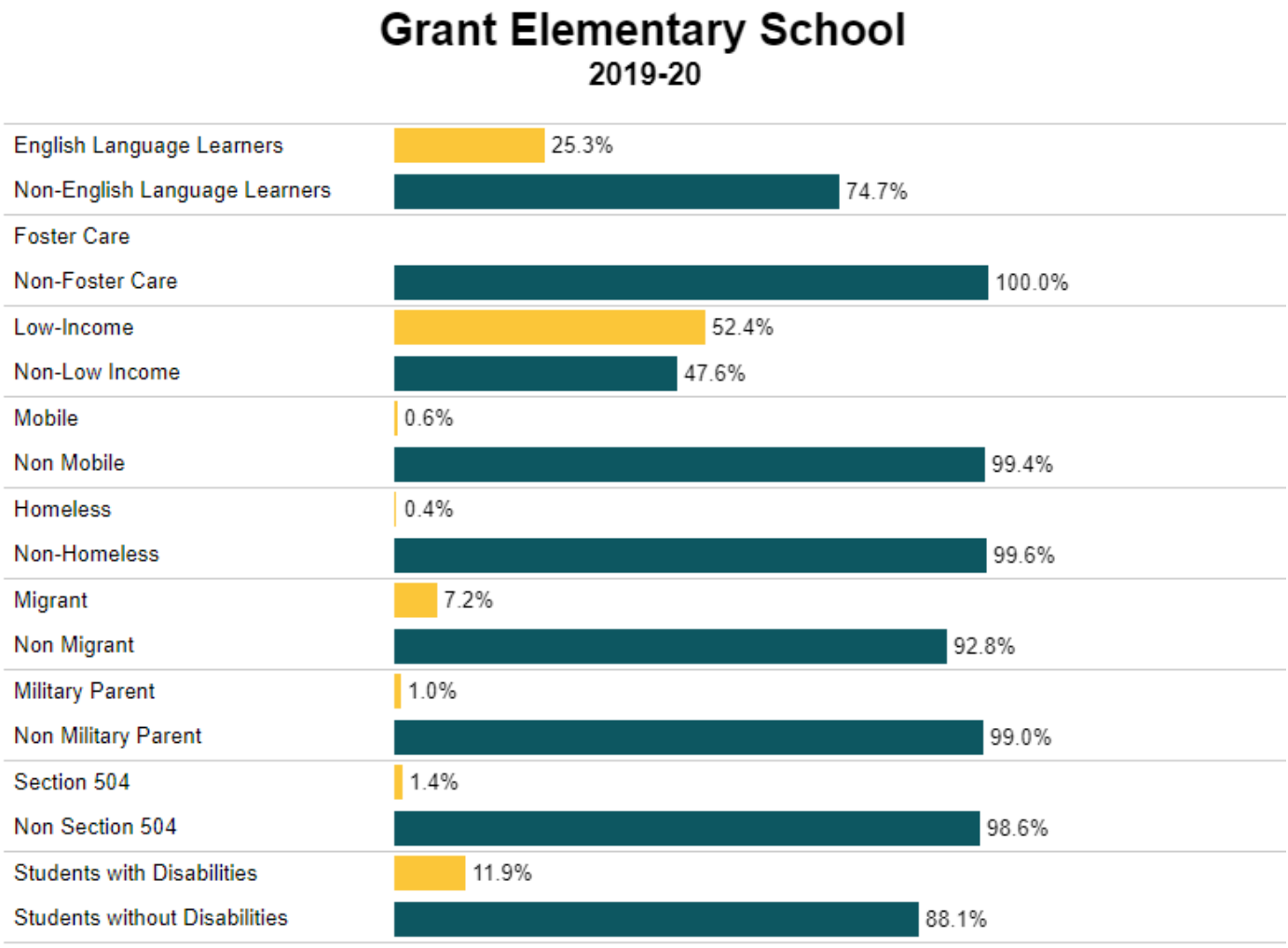
Graduated in 4 Years

27
Number of Classroom Teachers

36.8% High Math Growth
40.6% High ELA Growth

17.8
Average Years of Teaching Experience





Analyze the following areas to identify strengths and challenges of your school. Then, describe below.

- Perception trends (Annual School Satisfaction Surveys - Parents, Students, Staff)
- Academic Achievement of students by content using multiple assessments (trends, comparison to similar schools and the state, student subgroups, levels of achievement)
- Language Acquisition trends
- Student Attendance trends
- Student Discipline trends
- Parent Involvement trends

Perception Trends:

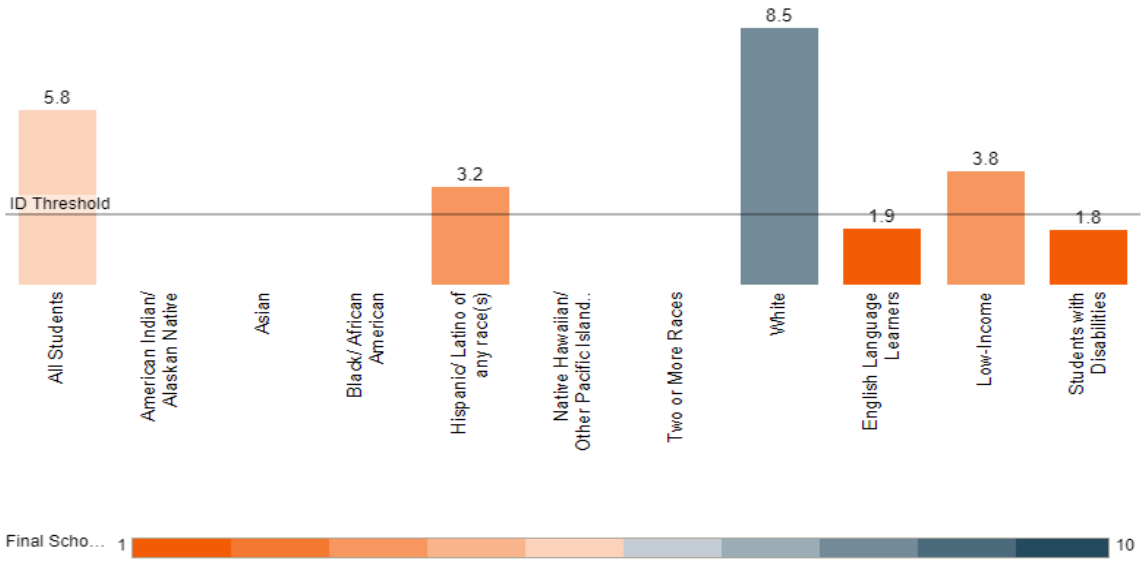
Parent Feedback -

Parents shared their perceptions of Hybrid learning in a parent survey 11/16/20. The majority of families reported they were satisfied with hybrid learning. The survey occurred two weeks after we transitioned to AM/PM schedules. Parents reported struggles with accessing remote instruction during their 'at-home' times, children not interested in doing work outside of the school day after students have been in class.

Academic Achievement Trends:

Grant Elementary School

2017-2019
Overall Framework Score by Student Group



Grant Elementary School

2017-2019
Measures by Student Group

	All Students	American Indian/ Alaskan Native	Asian	Black/ African American	English Language Learners	Hispanic/ Latino of any race(s)	Low-Income	Native Hawaiian/ Other Pacific Islander	Students with Disabilities	Two or More Races	White
ELA Proficiency Rate	54.6%				14.3%	38.7%	39.8%		24.1%		70.5%
Math Proficiency Rate	53.0%				14.9%	38.7%	37.9%		22.4%		68.2%
ELA Median SGP	54				47.5	47.5	49		41.5		61
Math Median SGP	46				32	38	42		37		52
Graduation Rate											
EL Progress Rate*	73.4%										
Regular Attendance Rate	93.4%				90.7%	91.8%	91.5%		89.7%	88.9%	95.1%
Ninth Grade On Track Rate											
Dual Credit Rate											

*The EL Progress measure only applies to students who are English Learners

Deciles
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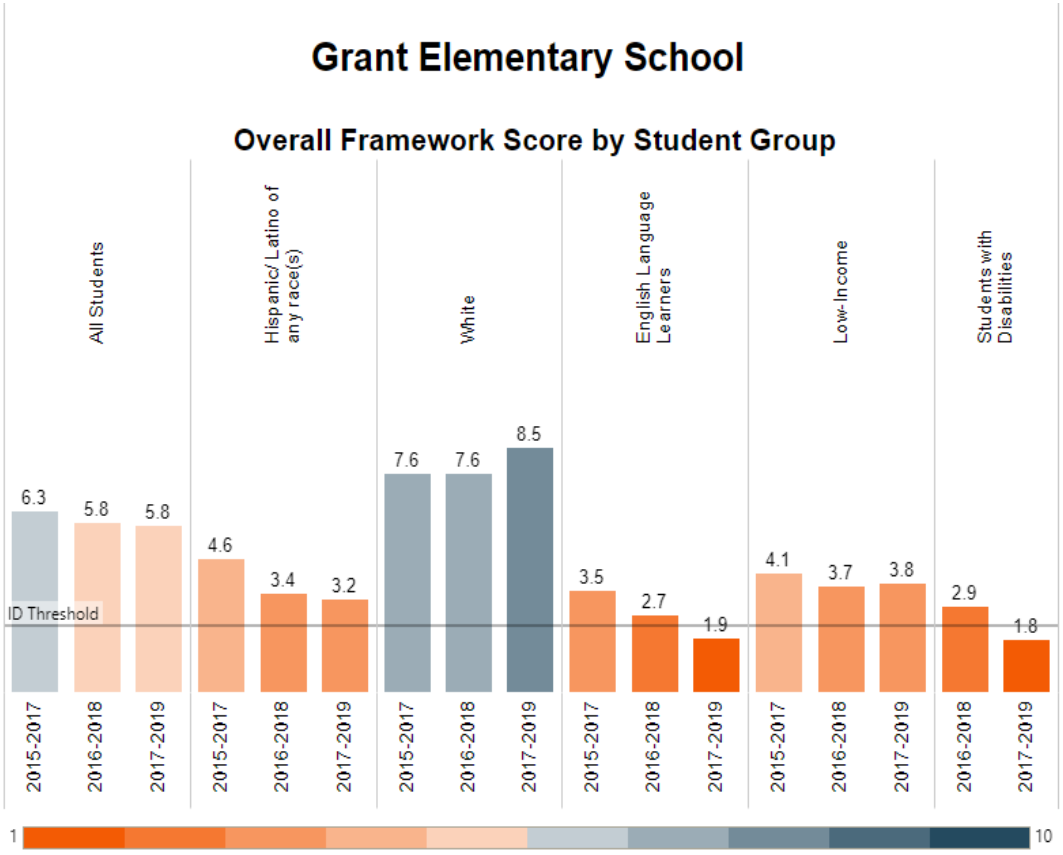


Decile Changes from 2018 to 2019 WSIF Runs

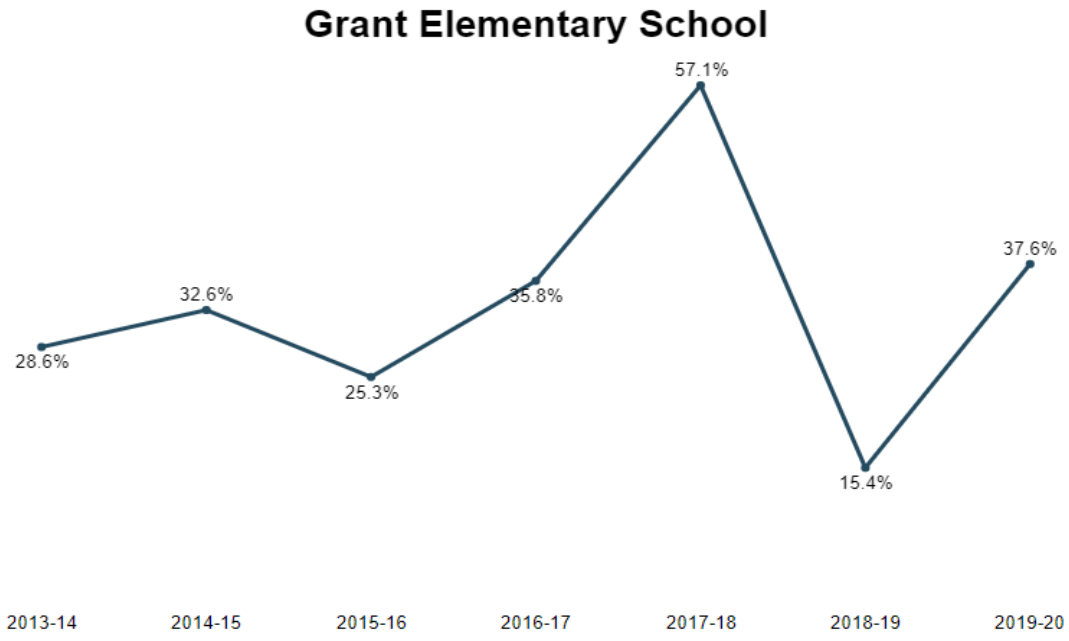
	All Students	American Indian/ Alaskan Native	Asian	Black/ African American	English Language Learners	Hispanic/ Latino of any race(s)	Low-Income	Native Hawaiian/ Other Pacific Islander	Students with Disabilities	Two or More Races	White
Final Score	-0.1				-0.8	-0.2	0.1		-1.1		0.9
ELA Proficiency Rate	-1				0	-1	-1		0		0
Math Proficiency Rate	-1				0	-1	-1		0		-1
ELA Median SGP	1				-1	0	1		-1		3
Math Median SGP	1				0	1	1		-2		1
Graduation Rate											
EL Progress Rate*	2										
Regular Attendance Rate	-1				-1	-1	-1		-2	-2	0
Ninth Grade On Track Rate											
Dual Credit Rate											

*The EL Progress measure only applies to students who are English Learners

Kindergarten Readiness

Summary | **Trend** | By Area | Details | Range of Skills

What percent of students entered kindergarten ready in all six areas of development and learning, over time?



Kindergarten Readiness

Summary | Trend | By Area | Details | Range of Skills

What percent of students entered kindergarten ready in all six areas of development and learning?

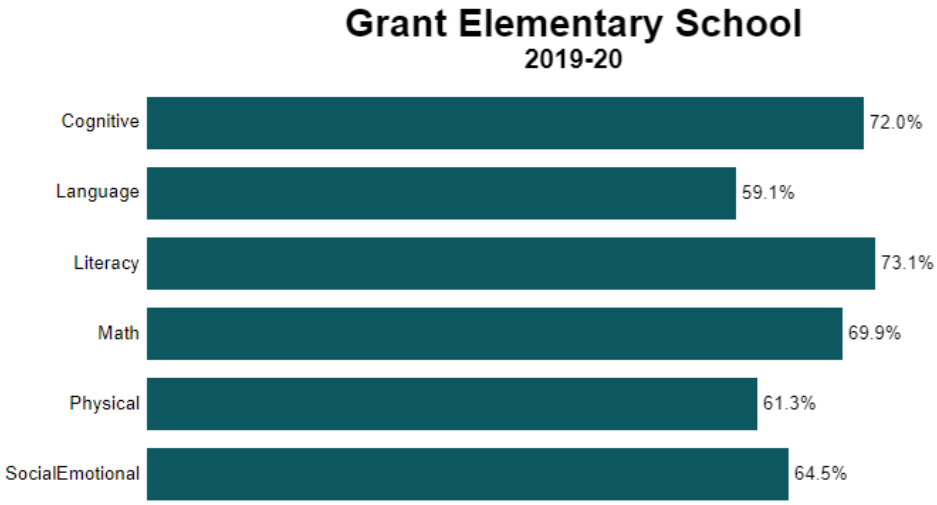
Grant Elementary School
2019-20

37.6%

Kindergarten Readiness

Summary | Trend | By Area | Details | Range of Skills

Which area of development and learning are children most prepared for kindergarten? Least prepared?



Describe the <u>strengths</u> of your school.

Perception Survey of Hybrid Model - Overall, parents are happy students are back on campus and are satisfied with the hybrid model, AM/PM model.

Academic Achievement - For the 2019-20 school year, our ELA growth percentile is 60.5 and math is 50.5. Student growth percentiles compare students in the same grade level with similar scores in previous years and measures their performance relative to those students. A student with a 60 SGP had growth greater than 60% of students with a similar test score in an earlier grade.

Language Acquisition - For the 2019-20 school year, on the ELPA-21, Grant exited 24% of their students. In Kinder, 20% exited, up from the previous year of 0%, in first grade 43% exited, up from the previous year of 23%. We attribute the growth to the service model of EL students receiving both Tier 2 and Tier 3 instruction. Instruction focused on the four language domains of reading, writing, listening and speaking.

Student Attendance - Systems are in place at Grant which align with attendance laws and communicate with families regarding attendance concerns. The 2020-21 school year is proving to be difficult with long-term absences due to COVID.

Student Discipline - Professional development in Tier 1 behavior and best practice has reduced SWIS data referrals. Grant has a PBIS committee that is tracking survey data through the Tiered Fidelity Inventory to create actionable steps when large numbers of students are on campus (not

yet this year). There is a Tier 3 Behavior team that meets monthly to analyze, adjust and take action steps with students with high levels of referrals or teacher concerns. The Tier 3 team worked to communicate behavior plans, strengths and tips for connecting with our high needs students to all staff in the building. The goal was to increase visibility of plans to all staff, help staff connect personally with students to develop relationships.

Parent Involvement - Grant has a PTO that is active in fundraising and support of students and staff. There is parent representation on Site Council.

Describe the challenges of your school.

Perception Survey of Hybrid Model - Parents share that although the hybrid model is better than online only instruction, the amount of time in class is short. Some parents suggested an alternating day schedule so that students were able to be in school for a longer period of time. The remote side of the hybrid model is a challenge for students to participate in, especially Kindergarteners and 1st graders where the participation in remote intervention groups and specialists is the weakest. PE & Music are not being accessed by all students and interventions are complex to run and have consistent participation with all who are signed up.

Academic Achievement - Our English Language students are continuing to trend downward in their overall scores in both reading and math.

Language Acquisition - A continual challenge is giving EL students access to all tiers of intervention, especially this year in a hybrid model. It is a challenge to serve students remotely and in building with our 3-5% high needs students in school all day. We are only able to serve 19% of our EL student population with the more effective, in person small group model. Accessing group times, technology and at-home support have been a challenge for our EL teachers and students.

Student Attendance - Attendance in the COVID pandemic is difficult. Students can be out of school for extended periods of time and that is a challenge for teachers and parents. Attendance has always been a strength at Grant Elementary but with the pandemic, we have 20% of our population who have experienced 7,10, or more days of absences.

Student Discipline - For the current school year, discipline is an insignificant problem, as we have fewer than 10 office discipline referrals for the year (as of Dec. 2020).

Goal and Solution Selection: Choose two to five challenges to work on this school year and write a SMART goal for each of them (it must include how and when it will be assessed). These may be continued from previous years.

Effective solutions will include the following:

- Communication plan to staff, students, parents.
- Processes/Timelines for ensuring plan is being implemented and growth towards target is being attained.
- Professional development.
- Budget allocation.

Goal 1: School Goal
All students, regardless of subgroups, will show growth in essential grade-level standards using multiple measures as data points.

How and when will it be assessed? Information is included in each goal.

Goal 2: Grade Level Goals
Each grade level shared their SIP goals, explained how they were going to measure them, and why they were chosen. All grade level goals are focusing on essential standards. Below you will find each grade level goal.

How and when will the goals be assessed?

Kinder - Math
Between September and May, all students will increase their knowledge of numeral set identification numbers 0-20 as measured by classroom based assessments and observation in daily learning tasks. We choose to define "increase" as achieving 90% proficiency on the summative assessment.

Kinder - ELA
Between September and May, all students will increase their knowledge of all 31 letter sounds as measured by classroom based assessments, Lexia, Imagine Learning, and classroom observation in daily learning tasks. We choose to define "increase" as achieving 90% proficiency on the summative assessment.

First - Math
Between September and MAy, all students will increase their knowledge of CCSS 1.OA.6 (addition/subtraction fluency to 20) as measured by District Addition/Subtraction assessment (pre and post) and Classroom Exit Tickets or observation. We choose to define "increase" as a minimum of 10 additional facts from initial assessment.

First - ELA
Between September and May, all students will increase their knowledge of CCSS RF 1.2 (Phonological Awareness) as measured by Reading Foundation Skills (pre and post) and Heggerty Phonological Awareness Assessments. We choose to define "increase" as movement into the next color block from the lowest subskill. (i.e. from red to yellow or yellow to green)

Second - Math
Between November and May, all students will increase their knowledge of CCSS 2NBT5 (addition and subtraction within 100) as measured by the District CBA 2 NBT5 and exit tickets, whiteboard work, Google Forms, and teacher observations. We choose to define "increase" as growing by one level or meeting benchmark.

Second - ELA
Between September and May, all students will increase their Phonics skills as measured by the Quick Phonics Survey (QPS) and whiteboard work, common formative assessments, and teacher observations. We choose to define "increase" as growing by 4 tasks (intensive to strategic or strategic to benchmark) or reaching a level 11 or higher on the QPS.

Third - Math
Between September and May all third grade students will increase their problem solving skills using multiplication (OA3) as measured by common assessments. Our assessments of this skill will include exit tickets, STAR Math testing as well as the end of the unit test. We choose to define "increase" as growing one level or maintaining a level 3 or 4.

Third - ELA
Between September and May all third grade students will increase their understanding of a text, referring explicitly to the text as the basis for the answers (RL3.1 & RI3.1) as measured by RACE response prompts given throughout the year. Students will be required to restate the question, answer and provide text evidence to support their answer. We choose to define "increase" as growing one level or maintaining a level 3 or 4.

(Comment - 3rd grade is going to evaluate the wording to ensure students are graded on standard vs. format. They are meeting Monday morning to determine final wording.)

Fourth - Math
Between October and May all students will increase their knowledge of CCSS NBT5 by being able to multiply a whole number of up to four digits by one digit whole numbers and two, two digit numbers using multiple strategies as measured by monthly teacher created assessments including 4 types of each question, daily exit tickets, and informal teacher interviews. We choose to define "increase" as one point or maintaining a 4/4 on each of the grading scales.

Fourth – ELA
Between September and May all students will increase their knowledge of the CCSS RI 4.2 by being able to determine the main idea of a text and supporting it with at least two details as measured by teacher created assessments using both short answer responses and multiple choice questions, teacher interviews, weekly comprehension assessments, and exit tickets. We choose to define "increase" as growing one level or maintaining a level 3 or 4.

Component 2: Schoolwide Reform Strategies
Schoolwide programs need to have a schoolwide focus. ESSA's new focus is on a well-rounded education. Schoolwide programs should focus on supporting all students within the school. There are several ways to ensure schoolwide focus:

- Targeting a range of subjects, including literacy, science, & mathematics.
- Improving transitions between grades and/or schools.
- Enriching and accelerating curriculum.
- Realigning curriculum horizontally and vertically from grade to grade.

Be specific. Include the ways in which the school plans to include how it will reach each level of reform. Outline staffing plans and who will be hired, professional development strategies, and intended outcomes. You should use methods and strategies that will strengthen student outcomes for all students.

The plan must show how you will increase the amount and quality of learning. This includes detailing specific programs and activities.

Reform Strategy 1: Essential Standards through grade level teams and site council.

- Continue to refine Essential Standards in reading & math.
- Develop and analyze scores on common assessments for Essential Standards.
- Reteach standards to ensure mastery.

How will the school strengthen the literacy, science, government, engineering, the arts, and mathematics?

Our teachers will meet to answer the four critical PLC questions in their essentials areas:

1. What do you expect our students to learn?
2. How will you know they have learned it?
3. What will we do if they do not learn it?
4. What will we do if they have already learned it?

2020-21 Action Plan/Next Steps:

- School staff edited and recommitted to our mission, vision and collective commitments Fall 2020.
- Grade level teams select essential of essentials for reading and math Fall 2020.
- Teams will develop norms.
- Teams will create 2020-21 SMART goals; tracked through TACA document and shared quarterly with the site council.

Reform Strategy 2: Response to Intervention (RTI)

- Program adjustments: Within each phase of school, develop a master schedule that supports intervention for Tier 3 and EL students.
- Continue a master schedule supportive of all three tiers of instructional time once we return to full days every day.
- Develop a data-driven system and the use of essential standards to target Tier 2 instruction in the classroom once we return to full days every day.
- Continue a data-driven Tier 3 system to meet the needs of our intensive students grades K-4 in reading.
- Continue a data-driven English Language support time within Tier 3 to allow for EL students to benefit from language instruction and tier 3 reading instruction if needed.
- Analyze and review data monthly (SBA, STAR, DIBEL, RFS, CFA's) to meet the learning needs of individual students and check program effectiveness.

How will the school strengthen the literacy, science, government, engineering, the arts, and mathematics?

Response to intervention is the practice of providing high-quality instruction and intervention matched to student need and monitoring progress frequently. Adjustments can be made to ensure that rigorous instruction is occurring for students, regardless of the level they are performing at. Reading comprehension and phonics curriculum includes content knowledge and instruction in science, government, STEM, and the arts.

2020-21 Action Plan/Next Steps:

- Master schedule supportive of Core (Tier 1), Tier 2, Tier 3, along with time for dual qualified students (as permitted per phase).

- MTSS team work collaboratively to meet needs of each phase of the school year and schedule needs.
- Weekly schedule ensures for arts instruction remotely for all K-4 students.

Reform Strategy 3: Positive Behavior Intervention Support (PBIS)

- Program adjustments to meet needs of the most vulnerable during pandemic.
- Refine Tier 1 - Classroom level and school level systems.
- School wide expectations.
- Social Emotional Learning.
- Celebrate student and staff success.
- Support tier 2 & tier 3 students behaviorally.
- Student leadership.

How will the school strengthen the literacy, science, government, engineering, the arts, and mathematics?

Clear expectations and a focus on positive behaviors will help students maximize learning time in core content areas as it will reduce off-task behaviors and discipline.

2020-21 Action Plan/Next Steps:

- SWIS continues to be used as a way to track behaviors school wide.
- Meetings with PBIS team monthly to analyze data, create action steps, and support schoolwide behavior.
- Track student interventions for repeated behaviors and use the Guidance Team process to impact behavior.
- MTSS Behavior team meet monthly to develop and support high needs students.
- Celebrate student success monthly with Student of the Month recognition.
- Celebrate student success in the classroom with Positive Office Referrals.
- Aligned scope and sequence of SEL curriculum across grade levels.
- Student leadership.

Reform Strategy 4 - Building and supporting School Culture for students/staff

- Supporting families, students, and teachers is one of our highest priorities.
- Frequent communication to all groups is emphasized.
- Teachers have connected with families in a different way than ever before, by starting the year remotely.
- Our specialists (RTI, PE, Music) connect with students daily and fosters and develop supportive relationships.
- We've emphasized building and supporting our Grant staff community with activities, sharing, and fun!

How will it strengthen the core reading & mathematics programs of the school?

During the pandemic, a focus on school culture is more important than ever both for students and staff. Ensuring that staff and families are aware of the ever changing logistics ensures that families maintain access to education for their children and reduces absences. When students are at school, they can access our essential standards work of reading and math instruction for the 2020-21 school year.

2020-2021 Action Plan/Next Steps:

- Frequent communication to families directly from the school.
- Survey of families and opportunities for questions to be answered in a variety of ways.
- Survey of staff accessing their needs and supports needed monthly.
- Frequent communication to staff and opportunities for questions/answers in written form, by email, staff meetings, staff meeting feedback.
- All school spirit days.
- Celebrate students through school recognition like student of the month, positive office referrals, and Caught-Ya's.

How will the school improve transitions between grades and/or schools?

- Vertical alignment discussions occur during site council meetings and shared out via notes.
- Grant staff met with pre-school teachers and school psychologists to discuss incoming Kindergartners. IEP's and behavior needs discussed and plans made for student success.
- We will continue to work with Clovis Point Intermediate School where our outgoing 4th graders will do a school visit to familiarize themselves with the school. Counselors, Administrators, Interventionists, and SpEd Department personnel will again meet to discuss specific students and the entire overall outgoing 4th grade class. Academic needs, behavioral issues, individualized plans, social & emotional issues, and a general overall overview of the students will be discussed in these meetings.
- At the conclusion of the 2020-21 school year, we will not transition any 4th graders to Clovis.
- For any students transitioning to new schools due to attendance area adjustments, we will meet and communicate specific needs about students with incoming schools.

How will the school enrich and accelerate curriculum?

1. (In relation to selected Essentials) Attention on Professional Learning Communities to be focused on PLC process of:
    a. What do we want our students to learn?
    b. How will we know they are learning?
    c. How will we respond when they don't learn?
    d. How will we respond when they do learn?
2. Highly Capable (HiCap) Program is a district wide program with HiCap Coordinator provides extension activities within the school day to identified students.
3. Classroom teachers offer accelerated options in Google Classrooms during remote learning time and extensions to student's classroom learning.

How will the school provide opportunities for students both ahead of and behind grade level?

1. Master schedule supportive of intervention time during each phase of school. School Interventionist being utilized with more specificity to reach the needs of each individual student.
2. Monthly MTSS Academic Meetings to review student progress and adjust programs.
3. Grade level teams meet to review assessments.
4. Enrichment activities via Highly Capable and classroom extensions.

5. Accelerated Reading program to differentiate reading comprehension analysis.
6. Provide Computer Based intervention programs that accelerate/increase student learning K-3: Lexia, and Imagine Learning.
7. Provide a structured Response to Intervention approach for Reading for struggling students that utilize nationally approved curriculum from the National RtI Committee.
8. Provide a Bilingual Response to Intervention approach to students who struggle with English Proficiency.

Describe your Parent and Family Engagement strategy. How will you align it to building goals and evaluate your targeted assistance practices and strategies? How will you know that your strategies are working?

- Communication of remote learning is clear and responsive to family needs.
- Communication with parents about how to access instruction and technology.
- Updates to parents and guardians about student progress toward goals of instruction (standards) using print and/or technology.
- Teacher sends additional materials and communication when students are struggling and gives ideas of how to provide additional support at home.
- Teachers create materials to support remote instruction and students at home for extended absences.
- Teachers translate materials when necessary to prevent language barrier.
- Engages in 2-way communication & is responsive to parent insights.
- Monthly parent survey in school newsletter to evaluate and address needs.
- New 2-way communication system offers parents increased communication options with school with Parent Square.

Component 3: Activities to Ensure Mastery

The schoolwide plan upgrades the entire school's program. At the same time, it should address how students who have not yet reached standard in certain skills will receive effective and timely assistance. Each student is different, and some students may need more help to get back on track. Schoolwide plans should have strategies for students who may fall behind on key skills or are in danger of dropping out. Schools may choose to meet the academic and non-academic needs of these students. significant flexibility in improvement student achievement with strategies, including:

- Counseling and mental health support.
- College and career readiness.
- Tiered behavioral support.
- Preschool transition support.
- Professional development for staff.
- Intensive academic support for students.

How does the school <u>screen</u> all students to identify those that are at-risk of falling behind on mastery of key skills?

1. Summative District Assessments

a. STAR (2nd-4th grade).
b. STAR Math (Grades 3 & 4).
c. DIBELS K-4.

2. DIBELS progress monitoring monthly for students in intervention.
3. Classroom Based Assessments to measure Grade level Essential Skills.
4. Quick Phonics Survey.
5. Basic Math Fact Fluency Assessment.
6. High frequency words screening.
7. Phonological awareness screener for grades K-1.

How does the school monitor progress of at-risk students in their mastery key grade level skills?

Progress monitoring is done for intensive and strategic students in reading interventions for students in grades K-4th grade. Reading progress monitoring is done for those students that are at high risk and identified for LAP services. Reading Foundational skills is also progress monitored in grades K-2 in classrooms. Kindergarten students are progress monitored by CBA's for essential skills. Also, our EL students are screened monthly for language development by our Bilingual Specialist to best meet the needs of our second language students.

How does the school make data-based decisions on the appropriate interventions for at-risk students and the effectiveness of interventions?

MTSS Academic meetings occur monthly.

- Progress monitoring data shared.
- Discussion of at-risk students and intervention strategies.
- Program decisions made.
- Adjustments to groups/schedules occur.
- Schedules developed to best meet needs of high needs students in remote groups and for our 3-5% in building students.
- Team includes: 3 Reading Intervention specialists, PBIS coordinator, Counselor, Bilingual Specialist, Special Education teacher, School Psychologist, Assistant Principal, Principal.
- Team works to develop support system responsive to each phase of school.

Describe the school's three tiers of intervention to support at-risk students.

Grant MTSS Model provides for a wide range of academic and behavioral supports through our tiered system of student support.

Academic:
Tier 1: Access to grade level essentials for all students.
Tier 2: Additional time and support to meet grade level essentials.
Tier 3: Intensive remediation in foundational skills.

Behavioral:
Tier 1- All students are taught expectations in classroom and common areas:

- Classroom Behavior Plans are developed by teachers.
- Staff work to develop positive relationships with students.

- Staff teach Social Emotional Lessons and recognize students exhibiting the monthly character trait.

Tier 2- Additional support for students not responding to Tier 1:

- Individual behavior plan/contracts.
- Check and Connect.
- Small group and Individual Counseling.

Tier 3- Support for students who exhibit patterns of problem behavior

- Conduct a Functional Behavior Assessment (FBA).
- Observe student in class by district or school specialists.
- Meet with Guidance Team and parents to create a behavior support plan.

Component 4: Coordination and Integration of Federal, State and local services.

The schoolwide plan should show how federal, state, and local services work together to improve outcomes. The plan must show how the district coordinates and integrates funding used at the school. This means the schoolwide plan must outline the ways in which funds are going to be consolidated, as well as how the funds will be used to meet the specific intents and purposes of each program. This ensures the school is still meeting the statutory requirements of Title I, Part A and other federal education programs. Schools must name the specific state, local, and other federal programs that they will combine under the plan. If a priority/focus school, make sure the plan addresses school improvement efforts and funds.

EASTMONT SCHOOL DISTRICT
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TO: Board of Directors

FROM: Garn Christensen, Superintendent
Cindy Ulrich, Executive Director of Financial Services

SUBJECT: Amendment #1 to Orchard Lease with Brandon Lewis Orchards Inc.

DATE: January 11, 2021

CATEGORY
☐Informational ☐Discussion Only ☐Discussion & Action ☒Action

BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION
In March 2017, the District entered into a five year lease agreement with Mr. Brandon Lewis of Brandon Lewis Orchards Inc., for management of the District owned Gala and Granny Smith orchard located at 2111 and 2125 6th Street SE. This lease offers a five year renewal that would begin in January 2022.

Mr. Lewis has been successful in orchard management and returned a profit to the District in the amount of $51,936.60 for the 2018 crop and $58,554.51 for the 2019 crop. These profits are deposited in the District's Capital Project Fund and are reserved for future land acquisition.

With our 2019 return, Mr. Lewis submitted a proposal for improvements to the orchard that involves grafts to most of the Gala trees to produce the Cosmic Crisp variety. He explained that due to the age of these trees and declining market for the Gala variety, this improvement would provide the best long-term benefit to the District. We have reviewed his proposal and find it to be favorable to the District. In addition, in recognition of the investment of time and in order for the grafting improvement work to produce fruit, we recommend that we extend the lease now.

ATTACHMENTS
☒Orchard Lease-Amendment #1

FISCAL IMPACT
☒Revenue

RECOMMENDATION
The administration recommends the Board authorize the Superintendent to proceed with signing Amendment #1 to the Orchard Lease with Brandon Lewis Orchards Inc.

Eastmont School District No. 206

and

Brandon Lewis Orchards Inc.

FIRST AMENDMENT TO FINAL LEASE AGREEMENT

THIS AMENDMENT TO THE FINAL LEASE AGREEMENT BETWEEN EASTMONT SCHOOL DISTRICT NO. 206 AND BRANDON LEWIS ORCHARDS INC (the "Amendment") is made this _____ day of _____, 2021, by and between Eastmont School District No. 206 ("Landlord") and Mr. Brandon Lewis, Brandon Lewis Orchards Inc. ("Tenant").

WHEREAS, the Tenant having previously executed a lease agreement (the "Lease") pursuant to the terms of which Tenant has leased 2111 and 2125 6th Street SE, East Wenatchee, Washington (as described in Exhibit A of the Lease).

WHEREAS, the Landlord and Tenant have agreed to make certain modifications to the Lease:

NOW THEREFORE, in consideration of the mutual promises contained herein and for other good and valuable consideration, the parties agree as follows:

- Section 1.12 Extension: In consideration of alterations to 15.4 acres of Gala apple trees, the Landlord agrees to offer extension of lease for additional five (5) years. Lease terminates December 31, 2027.
- Section 9 ALTERATIONS OR IMPROVEMENTS: In recognition that the Gala apple trees are at the end of their useful production life, the Landlord authorizes the Tenant following improvements to these trees:
    - 9 rows of Gala apple trees that are interplanted with Granny Smith apple trees be grafted to become Granny Smith apple trees in order to make one solid varietal block. The grafting of these trees will be completed in the 2021 crop year.
    - Graft rows of Gala apple trees that v-trellis rows to become Cosmic Crisp apple trees. The grafting of these trees will be completed in the 2021 or 2022 crop year.

- DRAFT -

- Graft the remaining rows of Gala apple trees to Cosmic Apple or Granny Smith trees. The grafting of these trees will be completed no later the 2024 crop year.
- Tenant will be responsible for tracking the number of trees and expenses incurred in this grafting improvement project and submit this detail with the annual production reports to the Landlord.
    - The costs of the grafting improvement considered a capital improvement and as such will be reimbursed by the Landlord. These costs are defined as the following:
        1. Expense for Gary McMonagle Grafting Service
        2. Certified grafting material/wood – Tenant will provide Landlord with documentation that scion wood used for grafting is from a licensed and certified source (Cosmic Crisp)
        3. Tree royalties for Cosmic Crisp
        4. Tree trellis for grafted trees
    - Tenant will deduct cost of improvements from the initial production year of the grafted trees. If there are no profits in the initial year of production, the reimbursement for costs will be carried forward to subsequent year(s).

All other terms of the existing lease will remain in effect.

Eastmont School District No. 206

_____ _____

Dr. Garn Christensen, Superintendent Date

Brandon Lewis Orchards Inc.

_____ _____

Mr. Brandon Lewis Date

- DRAFT -

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TO: Board of Directors

FROM: Garn Christensen, Superintendent

SUBJECT: Student Calendar for 2021-22

DATE: January 11, 2021

CATEGORY

☐Informational ☐ Discussion Only ☐Discussion & Action ☒Action

BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

Enclosed is a draft calendar for the 2021-22 school year that has received consideration by the administration. As per the Eastmont Education Agreement, this calendar has been presented to association leadership for input, as well.

The calendar before you reflects similar dates to this year's calendar prior to COVID-19 and follows the trimester schedule.

ATTACHMENTS

☒Draft Calendar

FISCAL IMPACT

☒Compliance with OSPI (180 days)

RECOMMENDATION

The administration recommends approval of the Student Calendar for the 2021-22 school year as presented.

Eastmont School District

Same Calendar days as Pre-COVID calendar - Draft 11/17/20

Student Calendar 2021 - 2022

2021

August	M	T	W	TH	F	
5 Days	2	3	4	5	6	
	9	10	11	12	13	
	16	**17**	**18**	**19**	20	16-19: Teacher Pro. Development Days
	23	24	**25**	26	27	23: All Staff Opening Day
	30	31				**25: First Day of School**

September	M	T	W	TH	F	
21 Days			1	2	3	
	6	7	8	9	10	6: **No School** - Labor Day
	13	14	15	16	17	
	20	21	22	23	24	
	27	28	29	30		

October	M	T	W	TH	F	
20 Days					1	
	4	5	6	7	**8**	8: **No School** - Professional Development Day
	11	12	13	14	15	
	18	19	20	21	22	
	25	26	27	**28**	**29**	28-29: **No School for K-12** (Parent Conferences)

November	M	T	W	TH	F	
17 Days	1	2	3	4	5	
	8	9	10	**11**	12	11: **No School** - Veteran's Day
	15	16	17	18	19	23: End of 1st Trimester Grading (62 days)
	22	**23**	**24**	**25**	**26**	24-26: **No School** - Thanksgiving
	29	30				29: **No School** - Records Day

December	M	T	W	TH	F	
13 Days			1	2	3	
	6	7	8	9	10	
	13	14	15	16	17	
	20	**21**	**22**	**23**	**24**	20-31: **No School** - Winter Break
	27	**28**	**29**	**30**	**31**	

2022

January	M	T	W	TH	F	
20 Days	3	4	5	6	7	
	10	11	12	13	14	
	17	18	19	20	21	17: **No School** - Martin Luther King Jr. Day
	24	25	26	27	28	
	31					

February	M	T	W	TH	F	
17 Days		1	2	3	4	
	7	8	9	10	11	7: **No School** - Professional Development Day
	14	15	16	17	**18**	18: **No School** - Mid-Winter Break
	21	22	23	24	25	21: **No School** - President's Day
	28					

March	M	T	W	TH	F	
22 Days		1	2	3	4	
	7	8	9	**10**	**11**	10: End of 2nd Trimester Grading (59 days)
	14	15	16	17	**18**	11: **No School** - Records Day
	21	22	23	24	25	18: **No School for K-12** (Parent Conferences)
	28	29	30	31		

April	M	T	W	TH	F	
16 Days					1	
	4	**5**	**6**	**7**	**8**	4-8: **No School** - Spring Break
	11	12	13	14	15	
	18	19	20	21	22	
	25	26	27	28	29	

May	M	T	W	TH	F	
21 Days	2	3	4	5	6	
	9	10	11	12	13	
	16	17	18	19	20	
	23	24	25	26	27	
	30	31				30: **No School** - Memorial Day

June	M	T	W	TH	F	
8 Days			1	2	3	
	6	7	8	9	**10**	10: **Last Day of School**
	13	14	15	16	17	
	20	21	22	23	24	
	27	28	29	30		

Grading Periods
1st Trimester Ends - November 23
2nd Trimester Ends - March 10
3rd Trimester Ends - June 9

△= Half Day: Students are released after lunch & 3 hours early from regular schedule.

Draft Calendar 11/17/2020;

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TO: Board of Directors

FROM: Garn Christensen, Superintendent

SUBJECT: Policy 6112 Rental or Lease of District Real Property – First Reading

DATE: January 11, 2021

CATEGORY

☐Informational ☒Discussion Only ☐Discussion & Action ☐Action

BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

Enclosed is draft Policy 6112 Rental or Lease of District Real Property sent to us from WSSDA as recommended changes per recent legislation HB 2617. Executive Director Cindy Ulrich has reviewed these changes and recommends approval.

ATTACHMENTS

☒Draft policy

FISCAL IMPACT

☒None at this time

RENTAL OR LEASE OF DISTRICT REAL PROPERTY

When Eastmont School District's real property is not needed, the Board of Directors has the authority to call for bids to rent or lease any surplus real property. A notice of the intent to rent or lease property will be published in a newspaper of general circulation in the District at least 45 days before the rental or lease takes effect, if the value of the rental or lease is $10,000 or more. The District may establish a minimum acceptable bid based upon the fair market value, provided that such minimum bid is non-discriminatory within classes of users.

Such property will be rented or leased for lawful purposes. The rental or lease will be in the best interests of the District and not interfere with the conduct of the District's educational program and related activities. The lease or rental agreement shall permit the recapture of the leased or rented surplus property should such property be needed for school purposes in the future unless proximity to an international airport precludes the possible or appropriate us of the property for a school, or the property is leased or rented for affordable housing purposes.

Proceeds from rental or lease of District property which are in excess of the operational costs incurred for such rental or lease will be deposited in the capital projects fund or debt service fund.

At the option of the Board of Directors, after evaluating the sufficiency of the District's capital projects fund for purposes of meeting demands for new construction and improvements, moneys derived from the lease or rental of real property may be deposited into the District's general fund to be used exclusively for nonrecurring costs related to operating school facilities, including but not limited to, expenses for maintenance.

Legal References:

RCW 28A.335.040	Surplus school property, rental, lease, or use of — Authorized — Limitations
RCW 28A.335.050	Surplus school property, rental, lease, or use of — Joint use — Compensation — Conditions generally
RCW 28A.335.060	Surplus school property — Rental, lease, or use of — Disposition of moneys received from
RCW 28A.335.070	Surplus school property, rental, lease, or use of — Existing contracts not impaired
RCW 28A.335.080	Surplus school property, rental, lease, or use of — Community use not impaired
RCW 28A.335.090	Conveyance and acquisition of property — Management — Appraisal

- First Reading -

RCW 28A.335.130 Real property — Sale — Use of proceeds

- First Reading -

EASTMONT SCHOOL DISTRICT
Relationships, Relevance, Rigor, Results
509.884.7169 • FAX:509.884.4210 • WWW.EASTMONT206.ORG
800 EASTMONT AVE. • EAST WENATCHEE, WA 98802

To: Board of Directors

From: Cindy Ulrich, Executive Director of Financial Services

Date: January 5, 2021

Subject: Monthly Student Enrollment Report

Student full time equivalent (FTE) enrollment data is used in a variety of funding formulas that allocate resources to school districts. Districts are therefore required to report their enrollment data to OSPI as of the fourth school day of September and the first school day of October through June (WAC 392-121-119). OSPI requires Form P223 be used for this purpose.

Headcount and Actual FTE Reported in P223H & P223:
Total student headcount reported, including Alternative Learning Enrollment enrolled in Eastmont Virtual Academy (ALE) program, is 5,793. This is a decrease of 255 students (-4.2%) from the total reported in January 2020 (6,048).

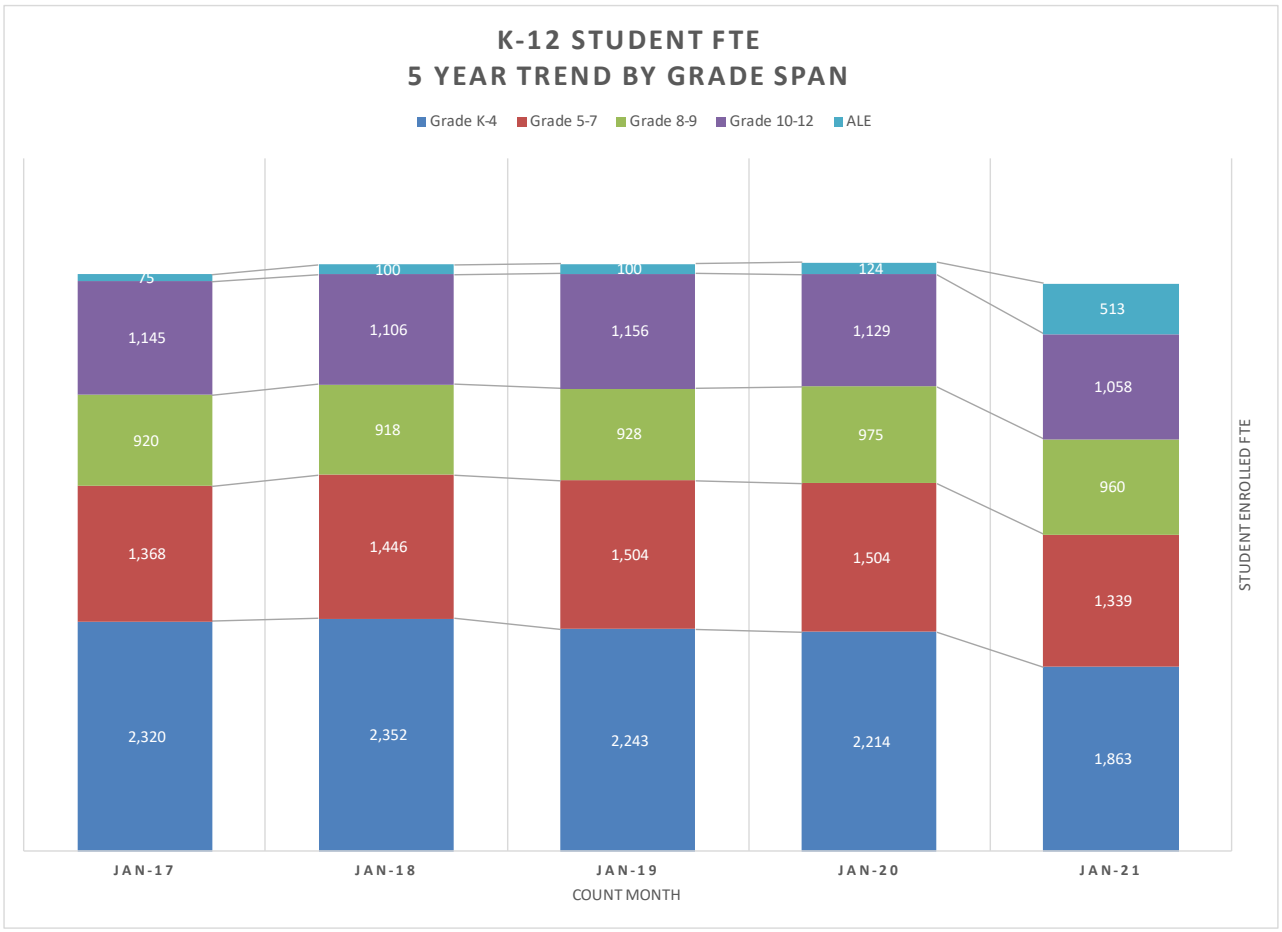
Total student FTE reported, including ALE, is 5,733.33. This is a decrease of 212.88 FTE (-3.5%) from the total FTE reported in January 2020 (5,946.21) and a decrease of 181.83 FTE (-3.0%) from the actual average FTE (AAFTE) for the 2019-2020 school year.

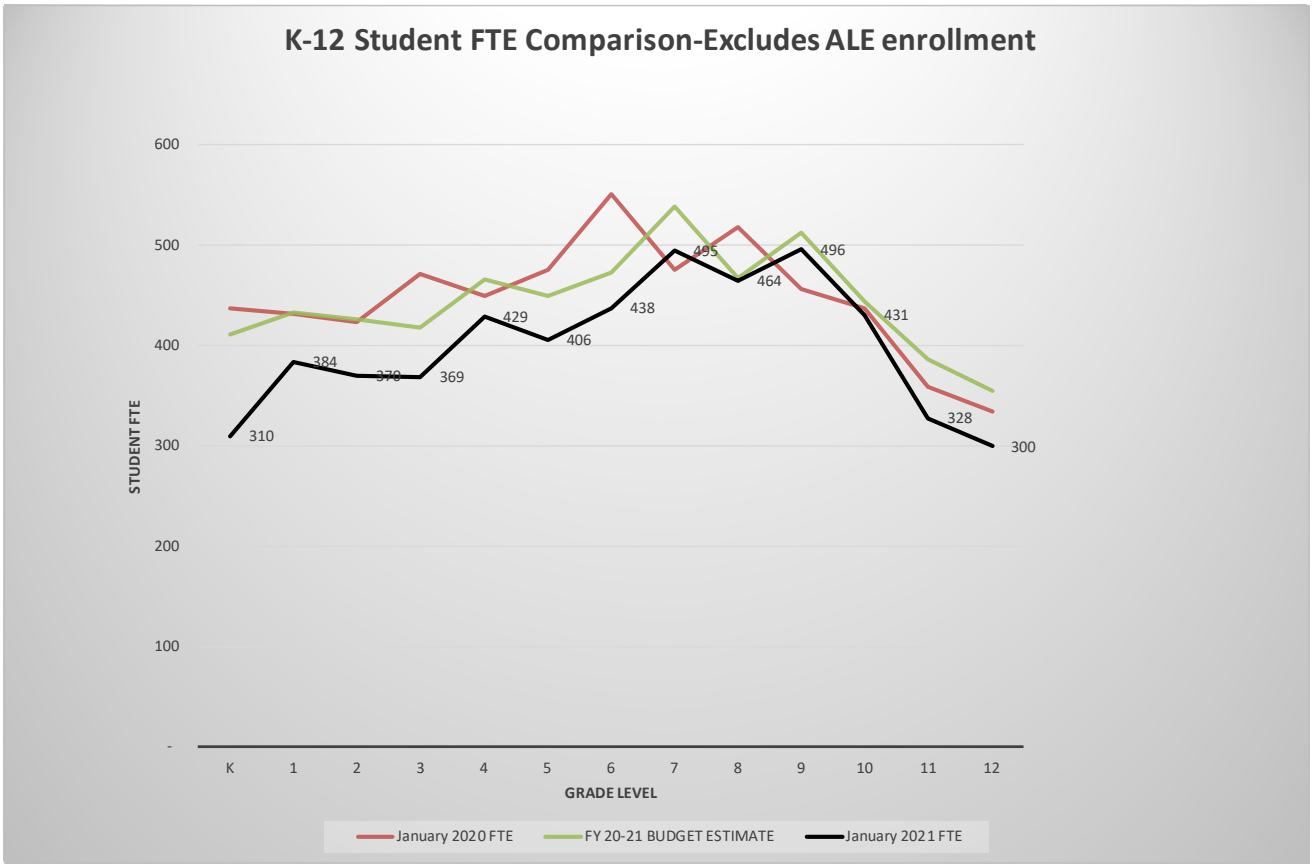
Program Name	Current Year Average	Prior Year Actual Average (as reported thru 03/20)	Increase / (Decrease)
Running Start (Head Count)	177	158	19
Special Education (Age K-21 Head Count)	667	688	(21)
Transitional Bilingual (Head Count)	991	1,050	(59)
Exited Transitional Bilingual (Head Count)	275	338	(63)
Career/Technical Education-Gr 7-8 (FTE)	29.57	78.40	(48.83)
Career/Technical Education-Gr 9-12 (FTE)	320.22	356.90	(36.68)

Budget to Actual FTE Analysis:
Budgeted K-12 FTE, including ALE program, is 5,906. Total FTE as of January is 155 FTE less than the estimated used for budget development. K-12 student enrollment is 5,270 FTE, which is **512** FTE **less** than expected. ALE program enrollment is 513 FTE and **356** FTE **more** than expected.

The following additional information is presented for your review:

- A graph that compares the five prior January count dates to January 2021.
- A graph that compares January 2021 and January 2020 FTE to budget by grade level
- A report that provides detail of enrollment, by building and grade level for all months


K-12 STUDENT FTE
5 YEAR TREND BY GRADE SPAN
Grade K-4
Grade 5-7
Grade 8-9
Grade 10-12
ALE
75
1,145
920
1,368
2,320
100
1,106
918
1,446
2,352
100
1,156
928
1,504
2,243
124
1,129
975
1,504
2,214
513
1,058
960
1,339
1,863
JAN-17
JAN-18
JAN-19
JAN-20
JAN-21
COUNT MONTH
STUDENT ENROLLED FTE


K-12 Student FTE Comparison-Excludes ALE enrollment
600
500
400
300
200
100
-
STUDENT FTE
K
1
2
3
4
5
6
7
8
9
10
11
12
GRADE LEVEL
310
384
370
369
429
406
438
495
464
496
431
328
300
January 2020 FTE
FY 20-21 BUDGET ESTIMATE
January 2021 FTE

Eastmont School District
FY 2020-2021 K-12 Monthly Enrollment FTE by Grade Level
(Includes ALE Program FTE; Excludes CTE & Running Start FTE)

Count Date: ***1/4/2021***

)20-2021 AAFTE for Budget	**5,906**
)SPI COVID-19 Calculation)	**5,932.63**

Grade	2020-21 FTE for Budget	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Annual Average FTE	AAFTE Increase / Decrease from Buget Est.	AAFFTE % variance from Budget	Prior Year AAFTE	Variance from Prior Year AAFTE
K	411	314.00	319.00	315.00	310.00	310.00	-	-	-	-	-	313.60	(97.40)	-23.70%	437.47	(123.87)
1	433	386.00	385.15	385.30	385.30	384.30	-	-	-	-	-	385.21	(48.01)	-11.08%	430.03	(44.82)
2	426	379.00	382.00	376.00	373.15	370.15	-	-	-	-	-	376.06	(49.96)	-11.73%	421.18	(45.12)
3	418	376.00	374.00	370.15	368.15	369.15	-	-	-	-	-	371.49	(46.89)	-11.21%	470.07	(98.58)
4	466	454.00	453.00	447.00	438.00	429.00	-	-	-	-	-	444.20	(21.79)	-4.68%	449.59	(5.39)
5	450	411.00	410.00	406.77	404.00	406.00	-	-	-	-	-	407.55	(42.45)	-9.43%	477.36	(69.80)
6	473	434.00	434.00	436.03	438.03	438.03	-	-	-	-	-	436.02	(36.95)	-7.81%	543.78	(107.77)
7	538	503.00	501.00	500.00	497.00	495.00	-	-	-	-	-	499.20	(39.27)	-7.29%	475.50	23.70
8	468	466.24	465.24	466.49	463.49	464.49	-	-	-	-	-	465.19	(2.73)	-0.58%	516.19	(51.00)
9	513	501.00	501.00	496.50	495.73	495.73	-	-	-	-	-	497.99	(15.00)	-2.92%	456.36	41.63
10	444	434.79	436.00	432.51	435.51	431.00	-	-	-	-	-	433.96	(9.61)	-2.17%	435.24	(1.28)
11	386	339.78	332.76	327.60	326.99	327.90	-	-	-	-	-	331.01	(54.94)	-14.24%	360.41	(29.41)
12	355	315.73	308.54	309.58	306.94	299.55	-	-	-	-	-	308.07	(46.49)	-13.11%	334.01	(25.94)
Total Resident Student FTE (Excludes ALE)	**5,781**	**5,314.54**	**5,301.69**	**5,268.93**	**5,242.29**	**5,220.30**	**-**	**-**	**-**	**-**	**-**	**5,269.55**	**(511.49)**	**-8.85%**	**5,807.20**	**(537.65)**
ALE (Eastmont Virtual Academy) Program	**125**	**444.19**	**457.23**	**497.99**	**493.81**	**513.03**	**-**	**-**	**-**	**-**	**-**	**481.25**	**356.25**		**125.43**	**355.82**
Total K-12 Enrollment Reported to OSPI	**5,906**	**5,758.73**	**5,758.92**	**5,766.92**	**5,736.10**	**5,733.33**	**-**	**-**	**-**	**-**	**-**	**5,750.80**	**(155.24)**		**5,932.63**	**(181.83)**

Over/(Under) Budget	**(155.24)**
Over/(Under) Prior Year Actual AAFTE	**(181.83)**

Net Change from Prior Month Reporting -

	Total	*ALE*	*K-12*	
Change from September Reporting	*(25.40)*	*68.84*	*(94.24)*	-0.5%

Total Enrollment Growth from Prior Year	*-3.06%*

Eastmont School District

FY2020-2021 Monthly Enrollment FTE by Building

Building/Grade	FY 2020-2021 BUDGET AAFTE	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Annual Average	Monthly Change	AAFTE Budget to Actual Variance	AAFTE % Variance from Budget	Prior Year AAFTE	AAFTE Variance from Prior Year
						Month											
Cascade																	
K (Funded Full Day)	93	78.0	78.0	79.0	80.0	79.0						78.8	1.0	**(14.2)**		103.6	(24.8)
1	103	95.0	94.15	94.3	96.3	95.3						95.0	0.3	**(7.9)**		102.6	(7.6)
2	102	87.0	87.0	86.0	84.0	83.0						85.4	(4.0)	**(16.7)**		97.0	(11.6)
3	99	85.00	84.00	84.15	87.2	87.2						85.5	2.2	**(13.8)**		115.0	(29.5)
4	113	114.00	114.00	113.00	112.0	110.0						112.6	(4.0)	**(0.4)**		100.1	12.5
5	-	-	-									-	-	**-**		-	-
Total	**510**	**459.00**	**457.15**	**456.45**	**459.45**	**454.45**	**-**	**-**	**-**	**-**	**-**	457.3	(4.5)	**(53.1)**	**-10.40%**	**518.2**	**(60.9)**
Grant																	
K (Funded Full Day)	93	81.00	83.00	82.00	76.0	74.0						79.2	(7.0)	**(13.8)**		93.2	(14.0)
1	92	80.00	80.00	82.00	81.0	81.0						80.8	1.0	**(11.6)**		88.3	(7.5)
2	88	85.00	86.00	86.00	85.2	84.2						85.3	(0.8)	**(2.4)**		91.7	(6.4)
3	91	83.00	83.00	83.00	81.0	82.0						82.4	(1.0)	**(8.5)**		109.8	(27.4)
4	110	108.00	107.00	107.00	105.0	103.0						106.0	(5.0)	**(3.9)**		107.7	(1.7)
Total	**474**	**437.00**	**439.00**	**440.00**	**428.15**	**424.15**	**-**	**-**	**-**	**-**	**-**	433.7	(12.9)	**(40.2)**	**-8.49%**	**490.7**	**(57.0)**
Kenroy																	
K (Funded Full Day)	93	77.00	79.00	77.00	77.0	79.0						77.8	2.0	**(15.2)**		101.3	(23.5)
1	100	85.00	84.00	82.00	80.0	80.0						82.2	(5.0)	**(18.2)**		95.2	(13.0)
2	94	81.00	82.00	82.00	82.0	83.0						82.0	2.0	**(12.3)**		79.4	2.6
3	92	86.00	86.00	84.00	84.0	84.0						84.8	(2.0)	**(7.7)**		87.6	(2.8)
4	111	102.00	101.00	97.00	95.0	94.0						97.8	(8.0)	**(13.7)**		111.9	(14.1)
5	-	-	-	-								-	-	**-**		-	-
Total	**492**	**431.00**	**432.00**	**422.00**	**418.00**	**420.00**	**-**	**-**	**-**	**-**	**-**	425.8	(11.0)	**(67.1)**	**-13.64%**	**475.5**	**(50.9)**
Lee																	
K (Funded Full Day)	93	50.00	50.00	49.00	48.0	48.0						49.0	(2.0)	**(44.0)**		91.4	(42.4)
1	91	82.00	81.00	81.00	83.0	83.0						82.0	1.0	**(8.5)**		101.5	(19.5)
2	100	87.00	87.00	86.00	86.0	84.0						86.0	(3.0)	**(13.8)**		92.3	(6.3)
3	93	87.00	86.00	85.00	84.0	84.0						85.2	(3.0)	**(8.0)**		79.7	5.5
4	94	90.00	90.00	90.00	88.0	84.0						88.4	(6.0)	**(5.9)**		88.8	(0.4)
Total	**471**	**396.00**	**394.00**	**391.00**	**389.00**	**383.00**	**-**	**-**	**-**	**-**	**-**	392.5	(13.0)	**(80.3)**	**-17.05%**	**453.7**	**(63.1)**
Rock Island																	
K (Funded Full Day)	39	28.00	29.00	28.00	29.0	30.0						28.8	2.0	**(10.2)**		48.2	(19.4)
1	47	44.00	46.00	46.00	45.0	45.0						45.2	1.0	**(1.8)**		41.9	3.3
2	42	39.00	40.00	36.00	36.0	36.0						37.4	(3.0)	**(4.7)**		41.8	(4.4)
3	42	35.00	35.00	34.00	32.0	32.0						33.6	(3.0)	**(8.8)**		37.3	(3.7)
4	37	39.00	40.00	39.00	37.0	37.0						38.4	(2.0)	**1.1**		40.4	(2.0)
Total	**208**	**185.00**	**190.00**	**183.00**	**179.00**	**180.00**	**-**	**-**	**-**	**-**	**-**	183.4	(5.0)	**(24.4)**	**-11.74%**	**209.7**	**(26.3)**

Eastmont School District

FY2020-2021 Monthly Enrollment FTE by Building

Building/Grade	FY 2020-2021 BUDGET AAFTE	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Annual Average	Monthly Change	AAFTE Budget to Actual Variance	AAFTE % Variance from Budget	Prior Year AAFTE	AAFTE Variance from Prior Year
		Month															
Sterling																	
K (Funded Full Day)	-	-	-	-									-	-		-	-
1	-	-											-	-		-	-
2	-	-											-	-		19.9	(19.9)
3	-	-											-	-		42.1	(42.1)
4	-	1.00	1.00	1.00	1.00	1.00						1.0	-	**1.0**		0.0	1.0
5	225	196.00	196.00	193.77	191.0	192.00						193.8	(4.0)	**(31.2)**		244.0	(50.3)
6	243	221.00	221.00	222.03	223.0	223.03						222.0	2.0	**(21.4)**		287.9	(65.9)
7	284	259.00	259.00	260.00	259.0	255.00						258.4	(4.0)	**(25.2)**		261.2	(2.8)
8	-	-	-	-	-	-						-	-	-		-	-
9	-	-	-	-	-	-						-	-	-		-	-
Total	**752**	**677.00**	**677.00**	**676.80**	**674.03**	**671.03**	**-**	**-**	**-**	**-**	**-**	675.2	(6.0)	**(76.9)**	**-10.22%**	**855.2**	**(180.0)**
Clovis Point																	
5	225	215.00	214.00	213.00	213.0	214.0						213.8	(1.0)	**(11.2)**		230.6	(16.8)
6	230	213.00	213.00	214.00	215.0	215.0						214.0	2.0	**(15.5)**		257.6	(43.6)
7	255	243.00	241.00	239.00	237.0	239.0						239.8	(4.0)	**(15.1)**		213.6	26.2
Total	**709**	**671.00**	**668.00**	**666.00**	**665.00**	**668.00**	**-**	**-**	**-**	**-**	**-**	667.6	(3.0)	**(41.8)**	**-5.89%**	**701.7**	**(34.1)**
EJHS																	
5	-												-			1.0	(1.0)
6	-												-			-	-
7	-	1.00	1.00	1.00	1.00	1.00						1.0	-	**1.0**		-	1.0
8	468	466.24	465.24	466.49	463.49	464.49						465.2	(1.8)	**(2.7)**		518.1	(52.9)
9	513	500.00	500.00	495.50	494.73	494.73						497.0	(5.3)	**(16.0)**		456.9	40.1
10	-	1.00	1.00	1.00	1.00	1.00						1.0	-	**1.0**		4.1	(3.1)
11	-	4.00	4.00	4.00	4.00	4.00						4.0	-	**4.0**		-	4.0
12	-	1.00	1.00	1.00	1.00	1.00						1.0	-	**1.0**		1.0	-
Total	**981**	**973.24**	**972.24**	**968.99**	**965.22**	**966.22**	**-**	**-**	**-**	**-**	**-**	969.9	(7.0)	**(11.7)**	**-1.20%**	**981.13**	**(11.94)**
EHS																	
8													-			0.8	(0.8)
9	-	1.00	1.00	1.00	1.00	1.00						1.0	-	**1.0**		-	1.0
10	444	433.79	435.00	431.51	434.51	430.00						433.0	(3.8)	**(10.6)**		433.5	(0.5)
11	386	335.78	328.76	323.60	322.99	323.90						327.0	(11.9)	**(58.9)**		362.8	(35.8)
12	355	314.73	307.54	308.58	305.94	298.55						307.1	(16.2)	**(47.5)**		335.3	(28.2)
Total	**1,184**	**1,085.30**	**1,072.30**	**1,064.69**	**1,064.44**	**1,053.45**	**-**	**-**	**-**	**-**	**-**	**1,071.7**	(31.8)	**(116.0)**	**-9.80%**	**1,132.4**	**(64.4)**
K-12 Variance														(511.5)			
ALE-EASTMONT VIRTUAL ACADEMY PROGRAM																	
K	-	28.00	30.0	36.0	39.0	43.0						35.2	15.0	**35.2**		-	35.2
1	-	37.00	41.0	43.0	45.0	46.0						42.4	9.0	**42.4**		-	42.4
2	-	33.00	33.0	44.0	45.0	47.0						40.4	14.0	**40.4**		-	40.4
3	-	33.00	34.0	36.0	35.0	36.0						34.8	3.0	**34.8**		-	34.8
4	-	28.00	28.0	35.0	38.0	41.00						34.0	13.0	**34.0**		0.1	33.9
5	-	33.79	33.79	34.79	33.79	31.79						33.6	(2.0)	**33.6**		2.3	31.3
6	-	35.00	36.00	37.00	36.00	36.00						36.0	1.0	**36.0**		-	36.0
7	-	36.79	38.79	39.79	39.79	40.79						39.2	4.0	**39.2**		1.4	37.7
8	-	20.27	20.00	18.00	18.00	17.00						18.7	(3.3)	**18.7**		1.7	17.0
9	5	23.00	24.50	27.50	28.27	29.27						26.5	6.3			2.6	23.9
10	15	22.48	22.48	24.21	23.48	26.24						23.8	3.8			15.2	
11	30	36.26	38.97	42.93	41.46	43.46						40.6	7.2	**10.6**		38.0	2.6
12	75	77.60	76.70	79.77	71.02	75.48						76.1	(2.1)	**1.1**		62.6	13.5
Total	**125**	**444.19**	**457.23**	**497.99**	**493.81**	**513.03**	**-**	**-**	**-**	**-**	**-**	**481.3**	68.8	**356.3**	**285.00%**	**124.0**	**348.7**
Total Monthly Variance													(25.40)	#DIV/0!		5,942.17	
K-4 Total	**2,155**	**2,068.00**	**1,913.15**	**1,893.45**	**1,874.60**	**1,862.60**	**-**	**-**	**-**	**-**	**-**	**1,922.36**					
K-12 Total	**5,906**	**5,758.73**	**5,758.92**	**5,766.92**	**5,736.10**	**5,733.33**	**-**	**-**	**-**	**-**	**-**	**5,750.80**					

Eastmont School District

Relationships, Relevance, Rigor, Results

Memorandum

To: Eastmont Board of Directors

From: Spencer Taylor, Executive Director of Elementary Education

Date: January 8th, 2021

Re: District Attendance Areas 3130-P Study Update

A community committee of 24 members has been studying our school attendance areas to provide the Board a recommendation to implement for the 2021-2022 school year. The committee is composed of Eastmont staff, Parents, and Community Leaders. These new attendance areas are needed as part of the Reconfiguration plan to change our grade levels to K-6th Grade Elementary Schools and 7-9th Grade Junior High Schools.

The goals of this committee are as follows:

- Balance school enrollment and demographics across the district as best possible.
- Maximize neighborhood walking schools.
- Maximize transportation efficiency.
- Minimize student disruption if possible.

Progress to date: The committee has met twice and has recommended two different sets of revisions to the attendance areas from the presented first draft. The committee has one more scheduled meeting on January 19th.

Supporting Documents:

- Committee Members (20-21)
- Proposed Timeline for Implementation
- Latest Draft Attendance Area Projected Enrollment by School
- Latest Draft Attendance Area Maps (zoomable electronic map)

800 Eastmont Ave., East Wenatchee, WA 98802
509-884-7169 ~ 509-884-4210 (fax) ~ www.eastmont206.org

Attendance Area Study Committee (20-21)

Facilitator: Spencer Taylor, Executive Director of Elementary Ed., Eastmont School District

1. Maria Barnes, Parent, Clovis Point Intermediate School
2. Suzie Benson, Retired Community Member
3. Kurt Blanchard, Douglas County Fire District 2
4. Matt Charlton, Asst Superintendent of Secondary Ed, Eastmont School District
5. Ron Cridlebaugh, Chelan Douglas Regional Port Authority
6. Kristy Daley, Principal, Kenroy Elementary School
7. Tricia Donaldson, Teacher, Lee Elementary School
8. Shannon Duncan, Paraprofessional, Grant Elementary School
9. Melissa Gilbert, Parent, Cascade Elementary School
10. Cecelia Grant, Office Manager, Clovis Point Intermediate School,
11. Andrean Henn, Parent, Grant Elementary School
12. Tony Lisson, Town Toyota
13. Brittany McGee, Parent, Lee Elementary School
14. Kristi Meadows, Office Manager, Cascade Elementary School
15. Jayme Mitchell, Chelan County PUD
16. Adam Prater, Parent, Kenroy Elementary School
17. Irene Ramirez, Teacher, Rock Island Elementary School
18. Cara Smith, Parent, Rock Island Elementary School
19. Maddie Sones, Router, Eastmont Transportation Department
20. Hugh Theiler, Douglas County PUD
21. Diana Villalobos, Parent, Lee Elementary School
22. Tom Wachholder, City of East Wenatchee
23. Scott White, Douglas County Fire District 2

Proposed Attendance Areas Study and Realignment Timeline

Purpose:
To study attendance areas and make a recommendation to the School Board to best support our planned reconfiguration (K-6 & 7-9) and community population.

Goals:

- Balance school enrollment and demographics across the district as best possible.
- Maximize neighborhood walking schools.
- Maximize transportation efficiency.
- Minimize student disruption if possible.

Proposed Timeline:

December 2020	● Form a District Committee (Parents, Community Members, Teachers, Paraprofessional, Office Manager, & Admin)
December 2, 2020	● Share plan at Admin Leadership Team Meeting
December 8, 2020	● First District Attendance Area Committee Meeting
December 14, 2020	● Initial Report to the Board
January 25, 2021	● Board Meeting / Public meeting to view plans and give feedback. (Letters, social media, website, press release)
February 8, 2021	● Board Meeting Final Review and Approval
February 19, 2021	● New attendance area maps completed and published ● Procedure 3130-P updated ● Next school entered into Qmlativ SIS for each student ● Reports are run to review enrollment numbers
February 22, 2021	● Communication to the community about attendance area changes and phasing in of reconfiguration, including cancellation of all current choice effective at the end of this school year - Parents may reapply beginning March 1st for 21-22 ● Individual letters sent to each student K-7 that has the student name, assigned school, choice process, link to new attendance areas. (social media, website, press release)
March 1, 2021	● Kinder registration - students placed by new attendance areas
July 31, 2021	● Students moved up to new school in Qmlativ ● Transportation routes completed ● New start and end times for each school communicated
August 10, 2021	● Choice applications reviewed ● Transportation routes communicated
August 15, 2021	● Schools send out welcome letters to all students

	Cascade		Lee		Kenroy		Grant		Clovis Pt		Rock Island	
	Enrollment	F/R %	Enrollment	F/R %	Enrollment	F/R %	Enrollment	F/R %	Enrollment	F/R %	Enrollment	F/R %
North Columbia	69	65%										
Eastmont Bypass	26	51%										
Wenatchi Landing	66	34%										
Cascade	127	44%										
19th, W Sunset	109	80%										
Fancher Hts	90	19%										
Fancher - Plateau Dr			20	37%								
Badger Mtn			10	38%								
Upper Fancher			85	20%								
Bonaventure	61	49%										
Lee			340	65%								
Ski View			16	24%								
Briarwood			58	36%								
WV Mall (Shared)			20	79%	30	79%	119	79%	50	79%		
Kenroy					445	63%						
Evergreen Memorial					70	45%						
Clovis Pt									243	48%		
Hwy 28 & RI Rd											142	81%
Grant							343	53%				
RI Rd & Grant Rd							34	60%				
Lyle to Nile									169	56%		
Highlander									29	59%		
Pangborn											11	33%
Rock Island											153	81%
Van Well & Data Ctrs											11	37%
RI Bluff & Batterman											17	40%
Area Enrollment	548	49.2%	549	51.3%	545	55.7%	496	55.9%	491	50.7%	334	77.8%
Total Enrollment	548		549		545		496		491		334	
Enrollment Capacity	604		604		604		604		604		432	
Difference	56		55		59		108		113		98	

	Sterling Jr. High (Cascade, Lee, Kenroy - Evergreen Memorial & 10th St NE)						Eastmont Jr. High (Grant, Clovis Pt, Rock Island + Evergreen Memorial & 10th St NE)					
	Enrollment	676		F/R Lunch	52.08%		Enrollment	598		F/R Lunch	59.53%	

Superintendent Evaluation

Evaluation levels are unsatisfactory, basic, proficient, and distinguished. A distinguished performance level indicates regional and state peers describe you as outstanding for that area in your knowledge and ongoing activities.

1. Educational Leadership (leader/mentor/facilitator)

a. Demonstrates commitment to the mission, vision, values and ethical responsibilities to provide leadership and quality service in advocating innovative educational programs for children and the community and successfully implements and achieves the District's strategic improvement plan.

◯ Unsatisfactory	◯ Basic/Emerging	◯ Proficient	◯ Distinguished
Is apathetic toward, and has required reminding, to support the mission of the district. Fails to invest the personal time/effort necessary to lead the work of the organization. Fails to follow organizational or Board policies and protocols. Makes inappropriate or unilateral decisions without regard to impact or without direction of the Board or ~~district superintendents.~~OSPI. Fails to establish district goals and direction.	Able to articulate, at a basic level, the district's mission, vision, values, purpose, strategies and plans. Often demonstrates a positive personal effort to demonstrate the mission. Demonstrates basic enthusiasm toward Board participation and the organization. Protects the district's reputation and standing through exemplary personal and professional behaviors. Models behavior supporting the district's mission in meetings and discussions.	Utilizes the district's mission, vision, values, purpose, strategies and plans as a basis for discussion and decision-making. Develops district goals in cooperation with the Board and internal staff. Is aware of trends impacting the district's program and resources. Provides a positive personal effort to demonstrate the mission in all district work and interactions. Provides and develops leadership at the district, regional, ~~and~~ or state level. Helps identify and provides key p~~P~~rofessional d~~D~~evelopment for Board and staff as appropriate.	Clearly articulates and aligns the staff and resources to the needs and the long term goals and plans of the district. ~~-~~Is a recognized spokesman and leader of education policy. Inspires, grows and guides others to demonstrate district's mission. Is a thought-leader in articulating the future direction/vision for the ~~direction of the~~ organization and identifying the needs and challenges of the district's staff and Board members. Provides leadership and advocacy ~~at the State and National level~~ impacting public policy. ~~Provides and develops leadership at the district, regional level, state and national level~~[MV1]~~.~~

2. Fiscal Management

a. Demonstrates ability to develop, ~~and~~ monitor and direct the fiscal and human resources of the organization in an effective and efficient manner for the benefit of the district's students and community.

○ Unsatisfactory	○ Basic/Emerging	○ Proficient	○ Distinguished
Demonstrates an overall lack of understanding of the district's budget. Lacks the ability to prioritize resources or funds in accordance with established goals.	Demonstrates a basic understanding of the district's budget. Provides for the basic upkeep and emergencies associated with the district's facilities. Demonstrates a basic awareness of budget monitoring and processes needed to meet reporting requirements.	Demonstrates the ability to understand and articulate the district's budget to the Board, staff and stakeholders. Insures that budget reporting is both accurate and presented in a timely manner to the Board and stakeholders. Seeks new revenue streams in order to offset local district co-op and service fees. Demonstrates the ability to plan and direct ~~for~~ the annual needs of staffing, the district's facilities and infrastructure.	Is able to lead and align the human and fiscal resources to the goals and needs of the district. Provides leadership in developing new/improved reporting and monitoring processes that benefit the Board and stakeholders. ~~Actively seeks and develops~~Supports new partnerships and revenue streams which align to the needs and to the financial benefit of the district. Develops long-term plans that outline the fiscal needs of the district's facilities and infrastructure.

3. Human Resources ~~Staff~~ Supervision

a. Demonstrates competency in the areas of Human Resources~~/Personnel~~, Labor Relations, State & Federal Labor Laws/Regulatory Provisions, ~~Employee Morale, Teamwork, Employee and Team Recognition~~; Employee Recruitment and Retention, Employee Recognition.~~

◯ Unsatisfactory	◯ Basic/Emerging	◯ Proficient	◯ Distinguished
Lacks basic knowledge of K-12 labor relations, and state and federal labor laws/ regulatory provisions. Lacks ability in the recruitment, selection and retention of quality personnel. Lacks processes for the recruitment and evaluation of staff. Rate of staff turnover is unacceptable.	Demonstrates a basic understanding of **human resources** ~~personnel~~ management**, including basic knowledge of K-12 labor relations, and state and federal labor laws/regulatory provisions.**~~.~~ Has a basic understanding of elements of the district culture and employee morale, recognition and retention. **Demonstrates** ~~There is~~ some **understanding** ~~evidence~~ of the district's culture and employee morale.	**Knowledgeable of K-12 labor relations, and state and federal labor laws/regulatory provisions.** Establishes and communicates clear expectations and processes for staff recruitment, recognition and retention. ~~Identifies and implements~~ Knowledgeable of strategies for employee recruitment and retention. Evidence indicates proficiency in developing a culture of recognition and support. Evidence indicates knowledge **and experience regarding human resources** ~~of personnel an attention to and the resolution of most personnel~~ related issues. Provides Board members with adequate information and	**Outstanding knowledge of K-12 labor relations, and state and federal labor laws/ regulatory provisions.** Evidence indicates that Board level **human resources** ~~personnel~~ issues are rare in occurrence. Evidence indicates a high level of leadership in recruitment and retention of high quality Administrative staff. Evidence indicates the ability to build a strong culture of motivation and recognition. It is clear that staff enjoy the work of the organization. Exhibits a strong understanding and ability to develop high functioning teams. Evidence indicates a strong focus on building the skills and leadership of all staff, providing

		updates on pending human resources ~~personnel~~ issues.	important capacity for succession planning at all levels.

4. Board Relationships

a. Demonstrates competency in the areas of Board meeting preparation/participation and leadership; competency in communications and reporting strategies; builds rapport among the Board members and is attentive to Board related Professional Development and training needs.

◯ Unsatisfactory	◯ Basic/Emerging	◯ Proficient	◯ Distinguished
Lacks the ability to build and support basic Board relationships. Fails to communicate with members of the Board. Lacks rapport between the Board and Superintendent.	Demonstrates a basic understanding of Board relationships. In most instances communicates with all board members. Generally provides needed updates to Board members on activities/concerns ~~the workings~~ of the district. Occasionally creates opportunities for Board members to build professional skills and build rapport.	Demonstrates a strong understanding of the Board/ Superintendent relationship. Develops processes and procedures that ensure ~~insure~~ that Board members are clearly informed in ways that create district and Board success. Regularly and consistently communicates with all board members on issues of importance to the district. Regularly provides for professional development of Board members as requested.	Demonstrates the ability to recruit, retain and ~~attract~~ and build a strong Board/Superintendent team. Intentionally creates planning events and activities that allow for the clear direction of the district both short and long term. Plans and~~,~~ manages communication between the Board, district leaders, building administrators and staff~~, and~~ ~~takes steps to involve Board members directly with local district leaders~~ assuring a close connection with district-wide goal achievement. Provides opportunities for Board members to participate at local and state leadership levels.

			Provides leadership, presentation, and conference opportunities at the state and national levels.

5. Policy Governance and Planning

a. Provides leadership in on-going policy review; provides clear, effective planning processes and visioning opportunities ~~retreats~~; develops policies and procedures that align resources (both fiscal and human) to the goals of the district.

○ Unsatisfactory	○ Basic/Emerging	○ Proficient	○ Distinguished
Policy development and planning are lacking. Lack of an adequate planning process. Fails to align resources with the goals of the district.	Policy development and planning are evident, but not always consistent in the work of the district. Involvement of stakeholders, staff, and/or the Board in the planning of the district is somewhat apparent or is sporadic in nature. There is some evidence of the alignment of district resources with established goals.	Demonstrates proficiency in the development of district policies that support established goals. Is active in local and regional legislative, public policy issues. Key stakeholders, staff and/or Board members are actively and authentically involved in a consistent planning process. All resources (fiscal and human resources ~~staffing~~) are generally in alignment.	Demonstrates a consistent and effective policy development and update process. Is actively involved ~~at the local, regional, state and national levels~~ in both policy development and leadership (local, regional, state or national level). Stakeholders are meaningful planning partners in the direction of the district. All district resources are directed toward the attainment of established district goals. Demonstrates the ability to seek additional resources and partnerships as needed to assist in the attainment of district goals.[MV2][GC3]

6. Community Leadership

a. *Builds important partnerships in the community and in the broader educational community. Exhibits the ability to be a visible and effective leader in the local and broader educational community.*

◯ Unsatisfactory	◯ Basic/Emerging	◯ Proficient	◯ Distinguished
Involvement and leadership in the local education community is lacking. Involvement and leadership in the state and national education community is lacking.	Exhibits a basic level of involvement and leadership in the local/regional community. Is often seen at local education activities and events. On occasion, is seen as a participant in regional education activities.	Is active in educational activities in the local community, in the broader educational communities, and professional associations. Is ~~often~~ a planning partner/ sponsor of local and regional educational events in the broader educational community. Is seen as a leader in developing local partnerships that benefit the educational community.	Is a ~~highly~~ visible leader in local, state ~~and~~ or national levels in developing both partnerships and policies which benefit the ~~broader~~ educational community. ~~Readily~~ A~~a~~ssumes leadership positions which develop ~~unique~~ partnerships and opportunities for the ~~local and broader~~ educational community. ~~Leads~~ Champions ~~regional, state and national events~~initiatives that benefit the ~~ting both the local and broader~~ educational communit~~y~~ies. Exhibits the ability to develop creative and innovative ways to lead ~~and~~ or improve the ~~local and broader~~ educational communit~~y~~ies.

7. Stakeholder ~~Customer and Market~~ Focus

a. Utilizes ~~and develops~~ resources, tools and software solutions that benefit the district's students, parents, and staff. Demonstrates the ability to develop, leverage and execute entrepreneurial partnerships which develop additional resources and services for the district.

◯ Unsatisfactory	◯ Basic/Emerging	◯ Proficient	◯ Distinguished
The identification of solutions and tools for the district's stakeholders is lacking. Ability to identify, develop and execute partnerships is lacking.	Demonstrates a basic understanding of business partnerships, tools and solutions. Development of education-related partnerships occur~~s~~, but is sporadic in nature and may not always be in direct alignment with the needs of the district. Demonstrates an adequate understanding of stakeholder ~~customer service and market~~ focus.	Promotes innovative ~~Is often seen developing,~~ t~~T~~testing~~sing~~ and ~~,~~ piloting~~sing~~ of potential tools and software which would benefit the district. Demonstrates the ability to develop ~~and execute~~ partnerships which provide needed resources for the district. Demonstrates the ability to help staff to develop high levels of customer service.	Is recognized as a leader in ~~developing/~~leveraging key technology and resource solutions. Resources, software, tools and solutions are in direct alignment with the needs and challenges of the district. ~~Demonstrates~~ Supports Eastmont leadership in developing and executing state ~~and~~ or national partnerships which benefits ~~the district~~ the educational community. ~~Demonstrates the ability to lead, both at the local and state levels, through~~Encourages partnerships which provide key solutions to district challenges ~~as well as~~or provide efficient and effect value added services.

8. Personal Qualities

a. Demonstrates important qualities of transparency; integrity, holding strong principles and convictions; exhibits the ability to handle pressure and emergencies with calm assurance; exhibits strong qualities of respect and standing; is a strong and capable communicator; is willing to devote both time and energy; is recognized for his/her ability to inspire, mentor, and grow others and can be counted upon to consistently exercise good judgment.

◯ Unsatisfactory	◯ Basic/Emerging	◯ Proficient	◯ Distinguished
Fails to demonstrate and model transparency in the workings of the district. Does not demonstrate the ability to handle pressure and emergencies with calm assurance. Lacks the ability to communicate ~~ion~~ with Board, staff and stakeholders. Lacks respect among staff and stakeholders. Lacks the ability to inspire, mentor and grow staff. Lacks the ability to consistently exercise good judgment.	Exhibits a basic level of transparency and communication~~s~~. Is generally viewed as decisive, and **generates consistent outcomes of decisions** ~~is most often consistent in the outcome of those decisions~~. Is generally viewed with respect and confidence by the Board, staff and **stakeholders** ~~local owner districts.~~ Demonstrates a basic ability to lead staff and develop basic team~~-~~work. Devotes basic time and energy to the work of the district.	Regularly demonstrates a commitment to transparency and integrity. In most instances can be counted upon to clearly and calmly communicate in times of both emergency and success. Has consistent levels of both respect and standing among Board, staff, ~~community~~ and **stakeholders** ~~owner local districts~~. Is focused **on** ~~upon~~ the professional and personal growth of others. ~~Readily devotes~~Devotes appropriate ~~both~~ time and energy to the work of the district while maintaining personal health. ~~.~~	Is recognized by Board, staff and stakeholders as a highly transparent leader of high integrity. Is recognized ~~at both the local, state, and national levels~~ as a respected and skilled communicator, consistent, capable and calm in the educational community. Is broadly recognized for his/her ability to inspire, mentor, and grow others, both personally and professionally. Devotes balanced ~~significant~~ time and energy to ~~the work of~~ the district and is an example to other leaders for high achievement while maintaining personal health and non-work goals. ~~and their health and wellbeing.~~

9. Physical, Emotional, and Intellectual Safety

a. Providing for District safety: An effective Superintendent supports the community (both in and out of District) to develop a more nuanced/expanded understanding of what it means to be safe. Physical, emotional, and intellectual safety are critical and necessary conditions in order for effective teaching and learning to take place. This criterion addresses three areas of district safety: physical safety, social/emotional/intellectual safety, and identity safety.

Effective Superintendents attend to the physical, emotional, and intellectual safety of staff, students, parents, and others who come onto the District campuses. They build and depend on systems that continually monitor and respond to new challenges, and advocate for facility improvements as needed

◯ **Unsatisfactory**	◯ **Basic/Emerging**	◯ **Proficient**	◯ **Distinguished**
Superintendents performing at the Unsatisfactory level allow unsafe conditions to continue and often have not created plans to effectively respond to emergencies or other unsafe conditions. Their actions do not display a sense of responsibility for the physical, emotional, or intellectual safety of others.	Superintendents at the Basic level recognize that physical, emotional, and intellectual safety is a responsibility of the District, but have not implemented consistent systems to identify and address safety concerns. They may rely upon custodial or maintenance staff to address these kinds of issues, or they may only pay attention to safety problems after someone has been injured.	Proficient District leaders have built systems that routinely monitor the level of physical, emotional, and intellectual safety on the campus and assure unsafe conditions are identified and addressed promptly. Plans are in place for the range of emergencies that may occur and include emergency prevention, intervention, crisis response, and recovery. A proficient Superintendent's District is clean, uncluttered, and in good operating condition.	District leaders displaying a Distinguished level of performance in this component are strong advocates for the physical, emotional, and intellectual safety of all. They have built a culture in which students and staff take responsibility for bringing safety concerns to the attention of others and take an active role in keeping all campuses physically safe.