

**BOARD OF DIRECTORS
VIRTUAL MEETING AGENDA**

Monday, October 26, 2020
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 Director's Meeting on Monday, October 26, 2020 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/96583992590>

- *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, October 26, 2020 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. Cascade Staff Recognition — Annette Eggers, Board Member
- B. Cascade Elementary School Building Report — Kim Browning, 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 October 12, 2020.
- B. Approval of the payment of the bills and/or payroll dated October 26, 2020.
- C. Approval of the Personnel Action Items dated October 26, 2020.
- D. Approval of the School Improvement Plan for Cascade Elementary School.
- E. Approval of the Eastmont Education Association's Collective Bargaining Agreement for 2020-2021.

VII. REPORTS

- A. District Construction Related Projects Report — Seann Tanner, Director of Maintenance Services
- B. District Choice Report — Spencer Taylor, Executive Director Elementary Ed.

VIII. FUTURE AGENDA ITEMS

IX. ADJOURNMENT

FUTURE TOPICS IDENTIFIED BY THE BOARD FROM PREVIOUS MEETINGS

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

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

- | | |
|--------------------|-------------------------------------------------------------------|
| November 9 | Virtual or Regular Meeting at Rock Island Elementary at 5:30 p.m. |
| November 23 | Virtual or Regular Meeting at Lee Elementary at 5:30 p.m. |

Cascade Elementary – School Board Recognition 2020-21

Year	Recognition #1 Relationships	Recognition #2 Relevance	Recognition #4 Results
20-21	<ul style="list-style-type: none"> • Increased focus on building positive relationships with students by staff home visits and small group meetings available later in the day for students who are at daycare while parents work. • To build staff relationships, we have a weekly Block Party. 	<ul style="list-style-type: none"> • Using Essential Standards as our guide in Remote Learning to stay focused on the most important concepts in each grade level. We intentionally focus on how to adapt curriculum, so it is not watered down and is exactly what students need to learn. 	<ul style="list-style-type: none"> • We are one of four schools in Washington state who were recognized with the 2020 National Blue Ribbon School Award.

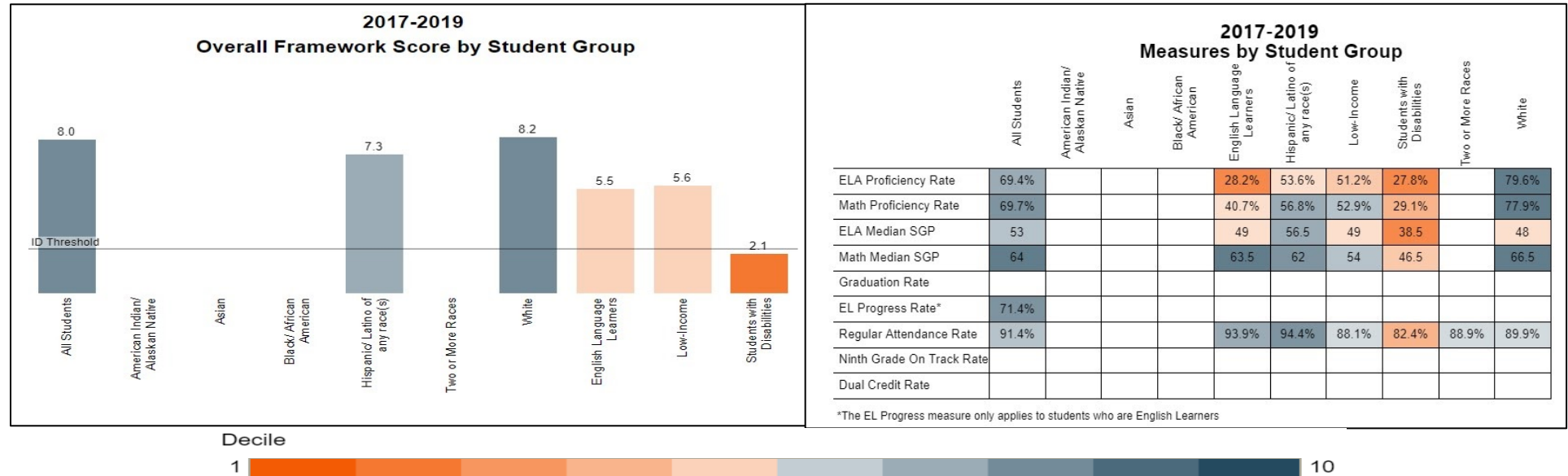


Cascade Elementary Report for 2020-21

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	470	43/56	35/46		6/11	11/12										55.5	30	20	2	2	1.5
2016-17	520	43/56	38/46		6/17	12/12										56.5	30	21	2	2	1.5
2017-18	522	41/55	35/47		5/10	13/12										54.5	30	19	2	2	1.5
2018-19	512	43/56	35/44	17/17	5/11	16/13	85/83	4/4	5/4							55	30.5	19	2	2	1.5
2019-20	520	41/58	35/48	18/17	5/10	14/13	95/86	2/3	4/4	2/4	50/19	40/30	10/17	0/16	0/18	55	30.5	19	2	2	1.5

Budget using prior year numbers: \$80,246 + prior year end balance of \$12,687 – expenditures of \$68,061 = year-end balance of \$11,940



District or Building Goal & Supporting Strategy/Activity	Progress/Data
Develop unit planning and formative assessment practices that lead to change for student learning.	Teachers will continue to use the Design in Five practices we learned about last year to create unit plans that identify Essential Standards, complete learning progressions for Essential Standards, and develop/use formative assessments that give students feedback in a timely way.
Increase academic growth for our students with disabilities.	We will increase the rigor of IEP goals by aligning them to standards in ELA and focusing on Number Concepts in Math. In addition, all reading instruction in 1 st -3 rd grades in RTI and Special Education will be based on LETRS routines. Time for communication between programs will be part of all data meetings.
Decrease the learning gap for our low income and EL students in math and ELA.	To create a math intervention program that utilizes best practices, we will work with a math consultant to train teachers in best practices and implement math intervention. We will also increase rigor during Tier 2 by intentionally focusing on speaking, phonics, background knowledge, and vocabulary instruction.



**BOARD OF DIRECTORS
VIRTUAL REGULAR MEETING MINUTES
October 12, 2020**

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/92097959361>

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
Garn Christensen, Board Secretary/Superintendent
Brandy Fields, Superintendent's Secretary

Participating remotely:

District staff presenting, community member, and one media personnel

APPROVE AGENDA/MODIFICATIONS

Superintendent Garn Christensen reported there were no modifications to the Agenda.

MOVED by Director Eggers and SECONDED by Director Smith to approve the Agenda for October 12, 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

Ms. Christina Medina called and had public comment regarding remote learning.

- DRAFT -

- DRAFT -

INFORMATION

A. Board News.

Director Vibbert shared that Executive Director Cindy Ulrich and Director of Maintenance Seann Tanner did a presentation for her local service club on levy information and a construction update. She stated the presentation went very well.

President Piepel shared he participated in a construction walk-through last week and expressed appreciation for the progress on our current construction projects. He encouraged the other Board Members to attend a walk-through if they were able to.

B. Superintendent News.

Superintendent Christensen shared that we currently have over 950 students on campus now and currently planning to bring back Phase 2a Kindergarten-4th grade students. He has submitted a waiver to the local health district.

CONSENT AGENDA

A. Approval of minutes. The Board of Directors approved the minutes from the virtual regular meeting held on September 28, 2020.

B. Payment of bills and/or payroll. The Board of Directors approved the following checks listed on warrant registers dated October 12, 2020:

<u>Warrant Numbers</u>	<u>Total Dollar Amount</u>
7119756-7119899	\$315,557.43
7119900-7119900	\$728.07

C. Approval of personnel action. The Board of Directors approved the Personnel Action Items and the Returning Employees dated October 12, 2020 as presented.

D. Approval of policies and procedures. The Board of Directors approved the following policies and procedures:

<i>Section</i>	<i>Number</i>	<i>Title</i>
2000 Instruction	Policy 2255	Alternative Learning Experience Courses
3000 Students	Policy 3226 and 3226-P	Interviews and Interrogations of Students on School Premises
3000 Students	Policy 3424	Opioid Related Overdose Reversal – New (minor edit)
4000 Community Relations	Policy 4300 and 4300-P	Limiting Immigration Enforcement – New

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

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

REPORTS

A. Annual Maintenance and Facilities Report.

Director of Maintenance Services Seann Tanner presented the Annual Maintenance and Facilities Report and answered questions from the Board.

B. Annual Transportation Services Report.

Director of Transportation Troy Lucas presented the Annual Transportation Services Report and answered questions from the Board.

C. College Bound Scholarship Report.

Assistant Superintendent Secondary Ed. Matt Charlton presented the College Bound Scholarship Report and answered questions from the Board.

D. GEAR UP Report.

Assistant Superintendent Secondary Ed. Matt Charlton presented the GEAR UP Report and answered questions from the Board.

FUTURE AGENDA ITEMS

None at this time.

ADJOURNMENT

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

The meeting adjourned at 6:00 p.m.

Approval:

_____ Date

_____ Date

TO: Board of Directors
FROM: Vicki Trainor, Executive Director of Human Resources
SUBJECT: Personnel Action Items
DATE: October 26, 2020

CATEGORY

Informational Discussion Only Discussion & Action Action

BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

Resignations

The following people have notified us of their plans to resign:

Last Name	First Name	School	Position/Years
Carlson	Sara	Kenroy	ParaEducator/1 year
Parkhill	Tina	Transportation	Bus Driver/4 years
VanGog	Fred	Transportation	Bus Driver/5 years

ATTACHMENTS

None

FISCAL IMPACT

Personnel Expenditure

RECOMMENDATION

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



EASTMONT SCHOOL DISTRICT

Relationships, Relevance, Rigor, Results

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800 EASTMONT AVE. • EAST WENATCHEE, WA 98802

TO: Board of Directors

FROM: Garn Christensen, Superintendent

SUBJECT: School Improvement Plan for Cascade Elementary School

DATE: October 26, 2020

CATEGORY

Informational Discussion Only Discussion & Action Action

BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

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

ATTACHMENTS

School Improvement Plan

FISCAL IMPACT

None

RECOMMENDATION

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



Cascade Elementary

Title 1 Part A - Schoolwide Plan

2020-21

Planning Team			
Name of Team Member	Position/Representation	Signature	Date
Natalie Dorey	Chairperson	<i>Natalie Dorey</i>	
Kim Browning	Principal	<i>Kim Browning</i>	10/14/2020
Griffyn Paine	Teacher	<i>Griffyn Paine</i>	
Molly Ferson	Teacher	<i>Molly Ferson</i>	10/19/2020
Susie Stueck	Secretary		
Tawnya Mott	Teacher	<i>Tawnya Mott</i>	
Joe Gwinn	Teacher	<i>Joe Gwinn</i>	10/19/2020
Sarah Valdez	ParaEducator	<i>Sarah Valdez</i>	10/15/2020
Jessica Faucionier	Parent (non-Staff)		
Meagan Swenson	Parent (non-Staff)	<i>Meagan Swenson</i>	10/14/2020

Mission/Vision Statement

Vision: At Cascade we believe all means all!

Mission: We build relationships and empower every student to be knowledgeable, resourceful & successful!

Culture of Equity Statement

We believe in a system that creates classrooms and a school where excellence is achieved for every student, no matter who that student is or where that student comes from.



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.

In the fall of 2020, our building Leadership Team analyzed our student achievement data. We shared the data with our entire staff to find our strengths and challenges.

- Student Achievement: WSIF Trends Report, WSIF Report by Student Group, and various Student Growth Reports
- Demographics: Diversity in Student Growth Report and EL Progress Report
- Other: PBIS EOY report, Discipline Trends

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

We are a K-4 school:

- 520 students attended Cascade Elementary School in the 2019-20 school year.
 - 4th Grade – 103 Students
 - 3rd Grade - 93 Students
 - 2nd Grade - 110 Students
 - 1st Grade- 90 Students
 - Kindergarten - 84 Students
- 35% Hispanic
- 60% Caucasian
- 5% Two or More Races/Other
- 41% Economically Disadvantaged
- 18% Bilingual
- 13.5% Students with Disabilities

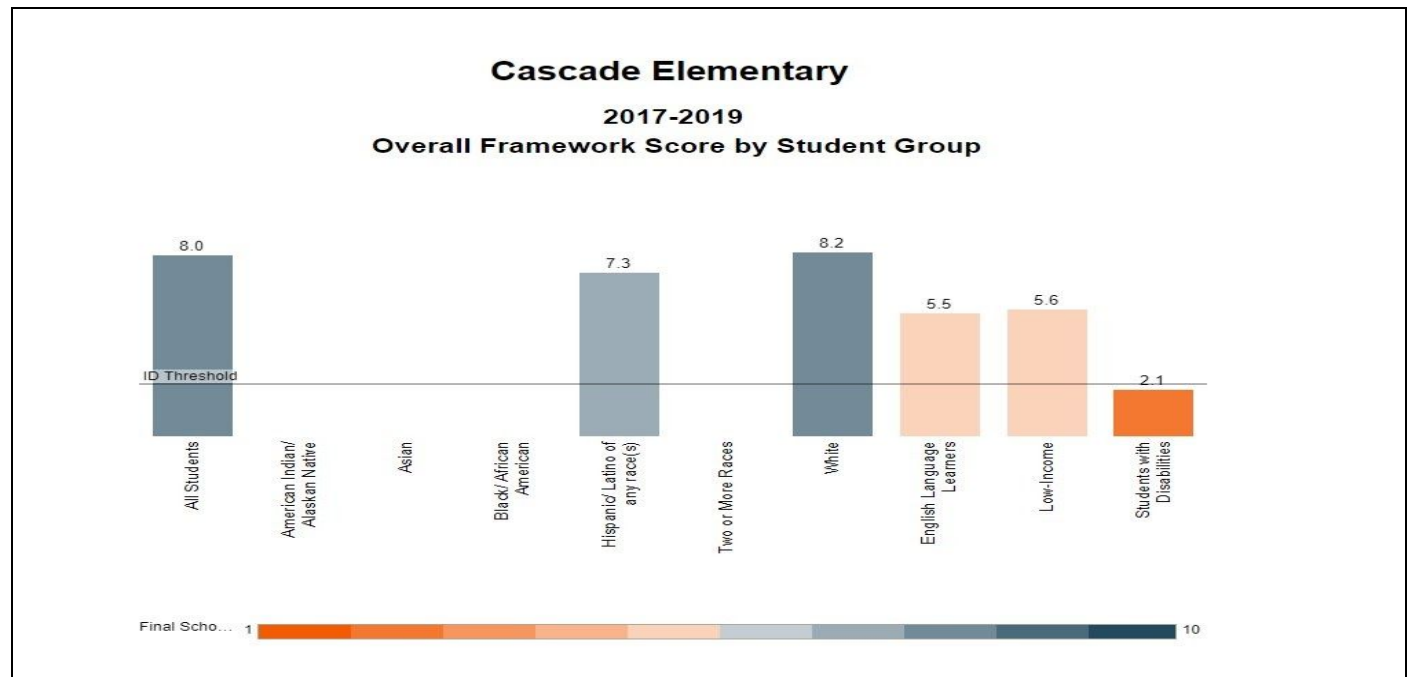


Analyze the following areas to identify strengths and challenges of your school. Then, describe below.

- 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

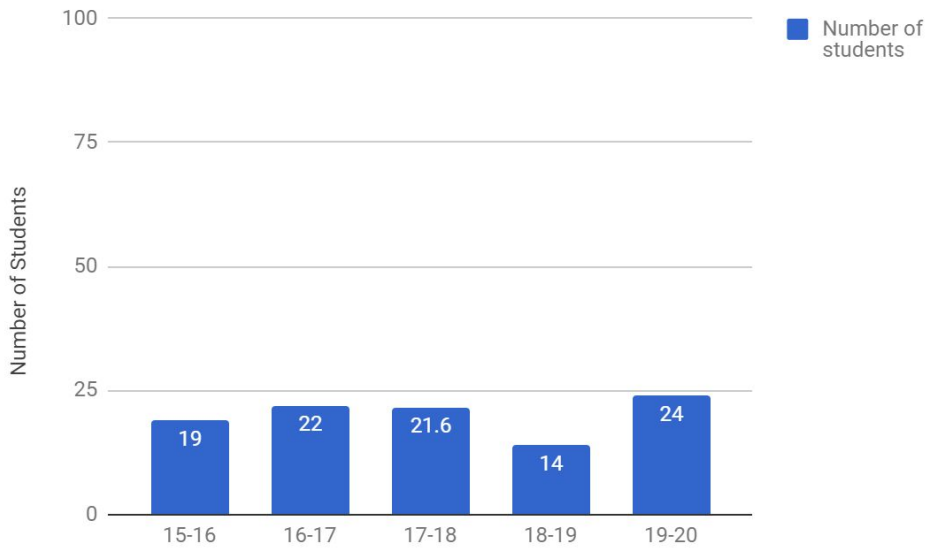
Describe the strengths of your school.

<p>Perception Survey</p>	<p>Number of respondents</p> <ul style="list-style-type: none"> ● Staff: 46 ● Students: 85 ● Parents: 161 	<p>Strengths</p> <ul style="list-style-type: none"> ● Staff 100% Strongly Agree or Agree with: being responsive to requests, colleagues care about students and would recommend this school to others. ● 99% of parents feel that teachers care about their students. ● Despite this survey being in the aftermath of a social media whirlwind, parents are supportive and appreciative of the school and staff with overwhelming support.
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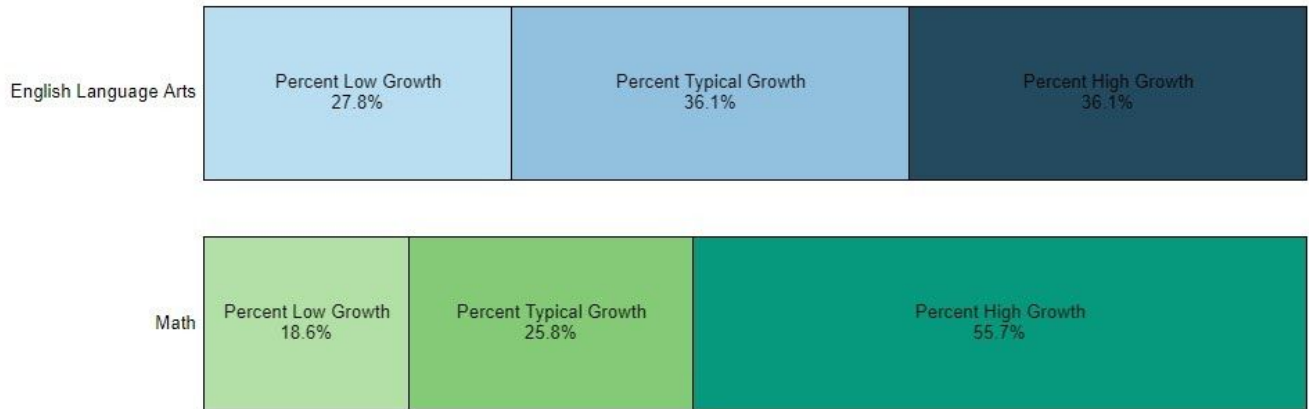




ELPA Exit # of Students



Cascade Elementary 2018-19





Describe the challenges of your school.

Perception Survey	Number of respondents <ul style="list-style-type: none"> • Staff: 46 • Students: 85 • Parents: 161 	Challenges <ul style="list-style-type: none"> • Some staff indicate feeling not always welcomed and can appear to be separated. • Concern about classes being evacuated and lost learning time from both parents and staff. Update: we are starting a behavior intervention program that should help with these big behaviors.
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Cascade Elementary

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	Students with Disabilities	Two or More Races	White
ELA Proficiency Rate	69.4%				28.2%	53.6%	51.2%	27.8%		79.6%
Math Proficiency Rate	69.7%				40.7%	56.8%	52.9%	29.1%		77.9%
ELA Median SGP	53				49	56.5	49	38.5		48
Math Median SGP	64				63.5	62	54	46.5		66.5
Graduation Rate										
EL Progress Rate*	71.4%									
Regular Attendance Rate	91.4%				93.9%	94.4%	88.1%	82.4%	88.9%	89.9%
Ninth Grade On Track Rate										
Dual Credit Rate										

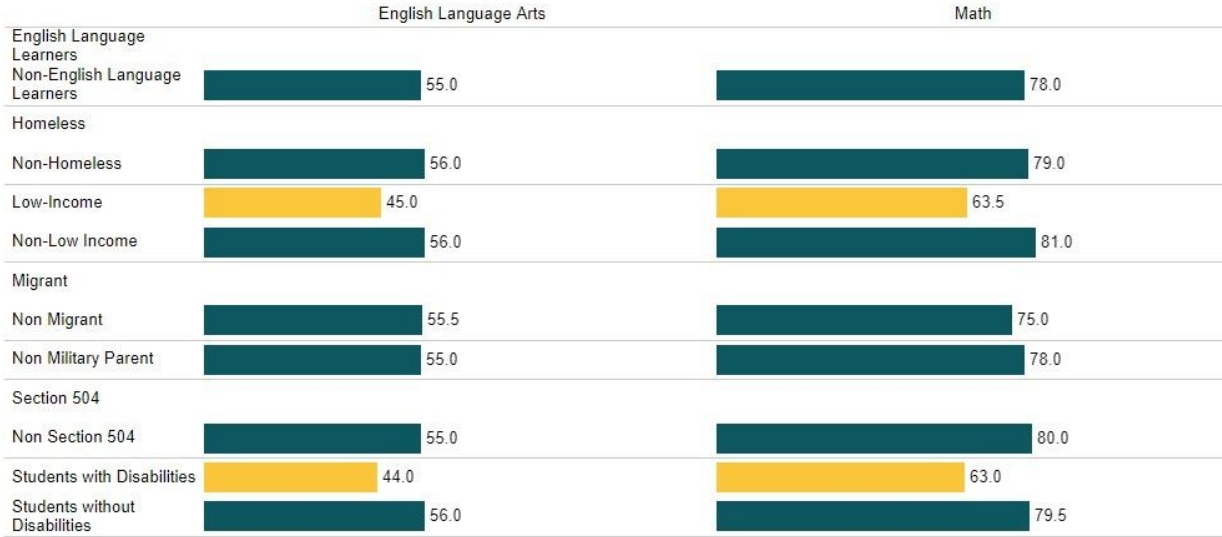
*The EL Progress measure only applies to students who are English Learners

Deciles

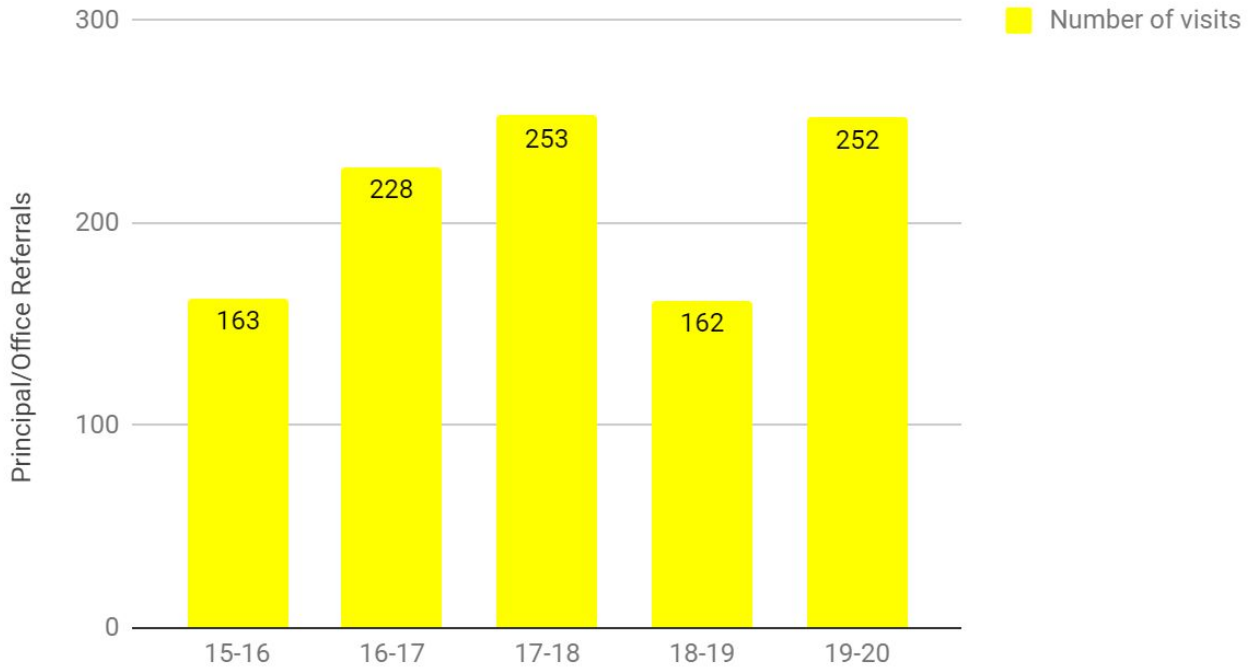




Cascade Elementary
2018-19



Principal/Office Referrals





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.

District Goal (2000 Instruction)

Students will perform academically at or above the state average for districts of similar size.

Goal 1: By June 2021, based on SBA, 4th grade student growth in ELA will increase from the 36th percentile to the 50th percentile and math will increase from the 55th percentile to the 60th percentile.

Action Steps for Goal 1		Lead	Progress Notes
1A	Teams will identify essential standards and unit standards for each unit in Math and Reading, create common formative assessments, create student tracking/feedback sheets, and create intervention/extension activities for units.	Kim, SC reps	See Google Docs (this will be a link)
1B	Teams will complete learning progressions for all essential standards in ELA and Math by June 2021.	Kim, SC reps	See Google Docs (this will be a link)
1C	PD will be based on the above goals.	Kim & Site Council	



District Goal (2000 B Instruction)

Decrease low income, Hispanic, & ELL learning gaps to 15% or less by increasing the performance of targeted students in reading, math, writing and science as measured by state tests.

Goal 2:

By June 2021, students on an IEP will increase their individual growth based on using DIBELS NWF in K/1, and DIBELS ORF in 2nd-4th when compared to the previous year (see attached scale).

Action Steps for Goal 1		Lead	Progress Notes
2A	Increase rigor of IEP goals by aligning to CCSS based goals using Goalbook and Pathways. Instruction will match the rigor of the IEP goals based on Essential Standards.	Terry, teachers	
2B	Reading instruction in 1st-3rd grade SPED and RTI groups will be based on LETRS routine.	Terry, Monica, Natalie	
2C	Increase communication and support between the classroom teachers and those providing direct services at the monthly data meetings (RTI, EL, SPED).	Shayla, Terry, Monica, Natalie, Bridget, Josh	
2D	Implement differentiation strategies and how to provide the best support for each individual student.	Subcommittee: Kim, Susie, Shayla, Terry, Allisen, Natalie	



District Goal (2000 B Instruction)

Decrease low income, Hispanic, & ELL learning gaps to 15% or less by increasing the performance of targeted students in reading, math, writing and science as measured by state tests.

Goal 3:

By June 2021, low income, Hispanic and ELL students will decrease the learning gap proficiency from 18% to 15% in Math & ELA as measured by SBA.

Action Steps for Goal 1		Lead	Progress Notes
3A	Create a math intervention program that focuses on Number Concepts and Problem Solving strategies.	Kim, Terry, Shayla	10/15 Training w/Sasha
3B	Increase speaking, phonics, and phonological awareness (based on student need) in Tier 2 in the classroom settings.	Bridget, classroom teachers	
3C	Implement a Gallery Walk and vertical discussions about problem solving in math.	Kim, SC	
3D	PD will be based on the above goals.	Kim, SC	10/15 • • •

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.



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

Literacy:

- All grade levels have identified overall Reading Essentials based on CCSS. Teachers will intervene on these essentials until they are considered mastered.
- All grade levels will vertically align academic vocabulary.
- Continue refining and implementing a need based intervention program in reading using all available resources, continuously monitoring data, meeting with teachers to discuss student needs, and keeping groups flexible with intentional teaching. Distribution of resources based on student and grade level needs.
- All teachers will participate in One School One Book (January).

Science/Engineering:

- Promote and encourage STEM & Lego Robotics after school participation (if possible).
- Monday morning Robotics club for all interested students (if possible).
- Pacific Science Center Engineering Van is coming in May (hopefully).
- All teachers are using Science kits.

Government/Civics:

- Integrate new Social Studies curriculum this year.

Arts:

- Angie McGinnis Art Specialist
- On hold for in person learning, without restrictions:
 - Schoolwide Art Project - includes PTO, Art Specialist and all teachers

Math:

- All teachers consistently doing Math Talks to increase Number Sense.
- All grade levels have identified Math Essentials, we have had vertical discussions about the essentials, and teachers are fine tuning formative assessments.
- All teachers are re-teaching, based on Essentials.

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

- We invite 5th grade teachers and the MS intervention team to meet with our teachers and teams to transition all students effectively.
- We have transition meetings with Wee Wildcats to transition students from preschool to Kindergarten.

How will the school enrich and accelerate curriculum?

- All teachers differentiate during workshops in reading and math
- WTR at most grade levels
- Highly Capable classes are 125 minutes once per week
- Supplemental resources: Zearn, IRLA, AR, Lexia, MobyMax
- On hold:
 - Monday morning clubs: Student Leadership, Art Club, Robotics, Book Club, Beyblades Club
 - Math is Cool for 4th Grade



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

- All teachers differentiate during workshops in reading and math
- Intentional and robust reading intervention plan and implementation
- Some students attend workshops in a different grade level to gain skills they are lacking
- Our most struggling 2nd and 3rd graders are getting double and triple doses of intervention to more closely meet their needs
- WTR at all grade levels
- Highly Capable classes are 125 minutes once per week
- Supplemental resources: Zearn, IRLA, AR, Lexia, MobyMax
- Beginning a math intervention process this year
- On hold:
 - Monday morning clubs: Student Leadership, Art Club, Robotics, Book Club, Beyblades Club
 - Monday morning Math Club for students in 3rd and 4th who are behind in math

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?

- We sent the policy to parents and invited input virtually
- We are purchasing a community One School One Book type of experience for all families
- We will survey our parents for perception feedback
- We are prohibited from having parents/volunteers on campus at this time, so we are doing as much as possible virtually:
 - Parent Square
 - Facebook

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. This provides schools 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 screen all students to identify those that are at-risk of falling behind on mastery of key skills?

- STAR Reading
- DIBELS Testing
- PLC Data Review of Common Assessment



- SRSS in October and May to screen all students for intrinsic and extrinsic characteristics that could be problematic. This will help inform Social Skills groups.

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

- Monthly Progress Monitoring- STAR and DIBELS
- Data Meetings
- ESGI
- Essential Standards
- CBA's
- Teacher Formative Assessments
- Learning Progressions for all Essential Standards are being created this year with an assessment plan to coordinate with the learning progressions.

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

- We use data meetings and PLC groups to collectively look at data and create groups based off of data that is collected. Instruction is created based on student need according to formative and summative data.
- Monthly data meetings with grade level teachers, specialists, and administrators in order to look at at-risk students in academics, behavior, and attendance.

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

- Tier 1 Whole Class Instruction - This time is our top priority and we do everything in our power to keep this time uninterrupted. This is when the vast majority of teaching and learning occurs.
- Tier 2- Small group reteaching of standards that weren't mastered in Tier 1.
- Tier 3-Targeted small group instruction for students below grade level based on school wide assessments. We fill holes that are missing from previous grade levels in order to allow students to be more successful in Tier 1 and 2 instruction.

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.

Program	Allocation	How the funds will be used to implement the Schoolwide Plan.
BEA	TBD	<p>To provide all students with instruction aligned to grade level specific state standards including differentiation and enrichment services as needed. Basic education funds are combined to support the activities listed above. Examples include: classroom teachers, textbooks, supplemental materials, supplies, equipment, technology, staff development, and substitutes.</p> <p>These funds go to maintaining the building and the supplies necessary to support staff.</p> <ul style="list-style-type: none"> ● Classroom Teachers ● Classified Staff ● Substitutes ● Staff Development ● Technology needs ● Supplies <ul style="list-style-type: none"> ○ Paper, copy costs, paper, glue, tape, lamination film, pencils, markers ● Instructional Materials <ul style="list-style-type: none"> ○ IRLA/Phonics for Reading/Rewards ○ Grade level specific orders ● Building Improvements
Title IA	\$113,100	<p>To provide all children significant opportunity to receive a fair, equitable, and high quality well-rounded education, and to close educational achievement gaps.</p> <ul style="list-style-type: none"> ● Staff Salary and benefits for Intervention ● Professional Development <ul style="list-style-type: none"> ○ Sub costs for teachers to work on math intervention planning and implementation ○ Sub costs for teachers to do unit planning together

TO: Board of Directors

FROM: Vicki Trainor, Executive Director of Human Resources

SUBJECT: Eastmont Education Association’s (EEA) Collective Bargaining Agreement for 2020-21– Recommendation for Board Ratification

DATE: October 26, 2020

CATEGORY

Informational Discussion Only Discussion & Action Action

BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

The current two year agreement between Eastmont Education Association (EEA) and the District expired August 31, 2020. EEA and the District have a Tentative Agreement for a one (1) year agreement, September 1, 2020 – August 31, 2021.

EEA	<ul style="list-style-type: none"> • 1.6% IPD increase (amount funded by the Legislature) • Lowered caseload numbers for SLP's; added caseloads for OT/PT's (this brought these hard to find groups up to standard) • Reallocated district paid long-term disability dollars to pay for employee Washington Paid Family Medical Leave Act premiums (approximately a wash in costs). • Reallocated the use of teacher's unused optional days (days that formerly funded the health care benefit pool for members). This amount will now increase certificated staff Supplies, Equipment, and Materials fund (increase from \$440/year to \$1,023/year).
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ATTACHMENTS

None

FISCAL IMPACT

Personnel

RECOMMENDATION

The administration recommends the Board ratify the Eastmont Education Association’s Collective Bargaining Agreement for 2020-21.



Eastmont School District #206 Relationships, Relevance, Rigor, and Results
District Construction Related Projects Report
October 2020

On-Going/Upcoming Projects

Grant	<ul style="list-style-type: none"> • Mechanical, Electrical, Plumbing (MEP) rough-in is complete. Working on roofing and exterior envelope. • Windows scheduled to begin installation week of October 19th. • Interior sheet rock to start October 22nd.
Kenroy	<ul style="list-style-type: none"> • Classrooms – working on above-ceiling drywall, MEP rough-ins, exterior envelope. • Cafeteria – structural steel erected. Exterior wall framing mostly complete. Ready for roofing.
Rock Island	<ul style="list-style-type: none"> • Underground MEP nearly completed. • Floor slab to be poured at classroom wing on October 22nd. • Floor slab to be poured at cafeteria/kitchen areas on October 27th. • Wall framing and steel erection to begin following floor slab cure periods.
Lee	<ul style="list-style-type: none"> • Classroom wing and cafeteria – footings to pour on October 22nd. Foundation walls will follow immediately.
Cascade	<ul style="list-style-type: none"> • Footing excavation and forming in progress.
High School Concessions	<ul style="list-style-type: none"> • Block walls and roof framing complete. • Doors, concrete aprons and roofing in progress.

Budget Summary

- Currently trending within budget project wide.

Cooperative N Perry & Grant Road:

- Nothing new to report.



Eastmont School District #206 Relationships, Relevance, Rigor, and Results District Choice Report for 2020-21 School Year

Approved Choice Into Eastmont (All Data is for 2019-20)

Grade Level Distribution:

Years	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th	Totals
16-17	11	22	22	20	19	19	21	18	21	29	29	22	36	289
17-18	29	18	17	27	14	17	20	21	20	20	32	40	30	305
18-19	17	27	22	21	25	20	16	18	33	20	31	35	40	325
19-20	25	16	22	17	17	19	23	19	26	30	20	27	28	289

Schools:

Years	Cascade	Grant	Kenroy	Lee	R.I.	Clovis	Sterling	EJHS	EHS	Totals
16-17	15	24	17	29	1	23	45	50	85	289
17-18	13	23	24	26	5	18	56	44	96	305
18-19	22	20	22	37	3	25	37	53	106	325
19-20	25	12	18	35	6	31	36	53	73	289

Students Coming From:

Years	Cascade	Cashmere	Chelan	Cle Elum	Entiat	Ephrata	Orondo	Palisades	Quincy	Waterville	Wenatchee	Totals
16-17	1	8	2	0	2	0	5	0	1	1	268	289
17-18	0	5	0	1	4	1	5	0	4	3	282	305
18-19	0	5	1	0	4	0	6	1	2	5	301	325
19-20	0	4	4	0	4	0	7	1	3	3	263	289

Approved Choice Out of Eastmont

Grade Level Distribution:

Years	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th	Totals
16-17	34	31	26	31	21	20	26	15	37	40	29	59	59	428
17-18	37	36	34	33	37	38	26	35	27	48	44	53	89	537
18-19	34	34	35	39	29	29	16	21	25	28	41	47	73	451
19-20	31	25	39	38	35	31	24	23	26	26	30	57	74	459

Students Going To:

Years	Cascade	Cashmere	Chelan	Entiat	Orondo	Online	Waterville	Wenatchee Valley Acad.	Wenatchee Open Doors	Wenatchee	Totals
16-17	4	15	2	3	6	38	4	42	33	281	428
17-18	1	14	2	2	6	50	6	68	44	344	537
18-19	5	17	0	0	8	26	3	55	21	316	451
19-20	1	12	0	0	8	36	2	53	21	326	459

Approved Intra-District Choice within Eastmont

School Chociced Into:

Years	Cascade	Grant	Kenroy	Lee	Rock Island	Clovis Point	Sterling	Totals
16-17	24	19	26	25	2	9	67	172
17-18	12	20	34	27	6	5	57	161
18-19	22	29	28	20	0	12	33	144
19-20	30	31	27	22	2	7	39	158

School Chociced Out Of:

Years	Cascade	Grant	Kenroy	Lee	Rock Island	Clovis Point	Sterling	Totals
16-17	19	16	16	37	18	37	29	172
17-18	20	11	23	28	15	42	22	161
18-19	13	13	16	33	29	22	18	144
19-20	18	16	23	34	27	21	19	158

Choice Summary

Years	Home-Based Instruction	Choice Out of Eastmont	Choice Into Eastmont (Approved)	Choice Into Eastmont (Denied)	Intra District Choice (Approved)	Intra District Choice (Denied)
16-17	88	428	289	33	172	79
17-18	87	537	305	27	161	79
18-19	102	451	325	33	144	64
19-20	112	459	289	58	158	62