

Board Meeting. BURLINGTON-EDISON SCHOOL DISTRICT Feb. 11, 2019

The Board of Directors of the Burlington-Edison School District No. 100 met on Monday, February 12, 2018, in the Board Room of the District Office at 4:30 p.m.

In Attendance

Board members present: President Rich Wesen, Vice-President, Troy Wright, Roger Howard, David Lowell and Bill Wallace. Staff members present were Laurel Browning, Superintendent; Dr. Jeff Drayer, Assistant Superintendent; Jeff Brown, Executive Director of Student Support Services; and Bryan Jones, Executive Director of Equity & Learning, Director of Equity & Assessment; and Deputy Board Secretary, Jennifer Dalton.

Call to Order

President Wesen called the meeting to order at 4:30 p.m.

School Improvement Plan and Overview

Executive Director of Student Support Services, Jeff Brown, presented an overview of the District's format for a school improvement plan (SIP), the District Road Map and the format each school use as an action plan to govern our work. The District Road Map is a one-page document that each school refers to when formulating their own SIP and the District constantly adjusts their format to make sure we align and keep on top of the District's needs and requirements.

Mr. Brown used Lucille Umbarager's 'Wolfpack Strategies' as an example of the formatting for a school's SIP. The six components of an SIP would be: Needs Assessment, Reform Strategies, Activities to Ensure Master, Coordination and Integration, Parent and Family Engagement, and an Annual Program Review.

A Needs Assessment is the process that 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 school wide programs; 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 also 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.

School Reform Strategies describe how the school will improve academic achievement throughout the school, but particularly for the lowest-achieving students, by addressing the needs identified in the comprehensive needs assessment.

While the SIP upgrades the entire school's program, Activities to Ensure Mastery, address how students who have not met standard in certain skills will receive effective and timely assistance. It identifies the specific strategies that will be used in targeted manner. Including areas of intensive academic support for students, Professional development for staff, tiered behavioral support, counseling and mental health support, college and career readiness, and preschool transition support.

Coordination and Integration shows how federal, state, and local services work together to improve outcomes, and how school's coordinate and integrate funding. Schools identify how they will use various funding sources (each with statutory requirements and allowable uses) to support the SIP. Careful braiding of funding can support a rich and complex program.

The SIP process requires engaging parents and families in the develop of the plan, but is goes a step further in recognizing highly effective plans engage the school community in school improvement efforts.

The following year's school improvement plan shall be based on a self-review of the school's program for the purpose of annual building approval by the district, known as the Annual Program Review. The self-review shall include active participation and input by building staff, students, families, parents, and community members.

Dr. Bryan Jones, Executive Director of Equity & Learning, updated the Board on the District efforts to support school improvement with professional learning days. He outlined four professional learning days for this school year and the ways that the District and buildings collaborated to facilitate and implement areas of focus. For example: On August 30th the District facilitated Grade-level collaboration centered around completed units of study and curriculum/resources for implementation, on October 1st the building level facilitated with the Instructional Leadership Team, directed SIP Focus, on January 28th the District facilitated Deeper Learning in Action, Engagement with Community Partners, and Targeted Areas of Assistance, And finally on April 8th the building will facilitate with the Instructional Leadership Team Directed a SIP Focus. Dr. Jones commented that all days end with a survey for feedback on all these collaborative times. So far, they have received lots of positive feedback on these learning days.

Other areas of support for school improvement are morning meetings for administration, consultant and teacher meetings. The vision for this time is to close the learning implementation gap between the Teaching & Learning Department and building staff. Other areas of support for school improvement are early release days on Wednesdays for Collaborative SIP work at the building level.

Legislative Update

Legislative Representative for the School Board, Bill Wallace, was pleased to see that the Legislation was working on priorities similar to the priorities highlighted in the legislative letter he and Superintendent Browning sent. A few of those priorities were mental health and safety, the 60% threshold for voter approval on bonds, and special education funding. They were also working on minimum fund balances for districts and a bill to increase levy capacity. Mr. Wallace stated that this was a long session for budgeting and that the legislation was approximately a quarter of the way done in terms of the regular session. He stated that there would be more news pertaining to Blanchard Mountain and the possible purchasing of properties in Skagit County.

Recess into Executive Session

At approximately 5:27 p.m., President Wesen announced the Board would recess into Executive Session for the purpose of discussing negotiations. He stated that the public was excluded due to the sensitive nature of these matters, that he anticipated the Executive Session would be no more than 45 minutes long, and that the Board will not take any formal action upon return to public session.

Adjourned

At approximately 6:15 p.m. there being no further business before the Board, the meeting was adjourned.

Board President

Board Secretary