

**MINUTES**  
**of the Special Meeting of the Board of Directors**  
**of the ENUMCLAW SCHOOL DISTRICT #216**  
**6:30 p.m.**  
**March 5, 2018**

**I – PRELIMINARY**

**A. Call to Order:**

The meeting of the Board of Directors was called to order by Bryan Stanwood, President of the Board of Directors, at 6:32 p.m. at Southwood Elementary.

**B. Roll Call:**

All board members were present, except Nancy Merrill, who was excused. Student representatives Foster Barnhart and Peyton Brueher were also excused.

**II – WORK BOARD STUDY SESSION**

**A. Southwood Elementary Presentation:**

Mr. Means thanked everyone for making it to the meeting. One of the values of Andy's first year was shared leadership. In his second year as principal, Mr. Means met with the three building leadership teams before the school year started to create a plan. The District's new Strategic Plan helped Mr. Means connect Southwood with the District's vision. He appreciates that the plan is big enough to encompass more than one school year.

Literacy: Mr. Means invited kindergarten teacher Erin Marquart to represent the Literacy Leadership team. She shared that their team bases instruction on the District's "5 Elements of Balanced Literacy Instruction". At the beginning of the school year, the team surveyed staff to determine priorities. Professional development and common assessments were high priorities to strengthen the K-5 literacy program. The team is proud of their work around Fluency; they use a Buddy Readers program, older students read with younger students, which also builds a community of students who love to read together. The team uses PLC time to work on alignment and collaboration using data.

Math: Mr. Means invited second grade teacher Kelly Cole to represent the Math Leadership team. The team surveyed staff at the beginning of the school year to determine their areas of strength and where they needed more support. They used *Mathematical Mindsets* by Jo Boaler to guide their learning and teaching. Two students demonstrated growth mindset in mathematical practices and strategies they use to work through challenging math problems. Mr. Means reinforced that teaching math is not just about the content, but how we want our children to be ready for future jobs.

CCC (climate, culture and community): Mr. Means invited school counselor Rebecca Bowen and librarian Janie Ingroup to present for the CCC team. Staff inclusivity was a goal this year; their team wants to see what was working well and where they needed to grow. The strongest need was to develop schoolwide student expectations (PBIS); they are safe, respectful, and responsible

Panthers. Direct teaching of the safe, responsible behaviors was also needed in each area (cafeteria, hallways, walkways, playground) taught in classes and at assemblies. Students are part of the HERO team that teaches these behaviors and four members presented. They shared that HERO stands for Helping Everyone Respect Others and they are in grades 4<sup>th</sup> and 5<sup>th</sup>. The students teach good behavior to younger grades by reading books to the younger students that reinforce safety, responsibility, respectful, along with other monthly topics such as empathy and kindness. The HERO team creates videos to teach safe, responsible, and respectful behavior in each school area; the videos are shown during assemblies. HERO team also shares messages during morning announcements that reinforce the three focus areas. The group then shared a new poster about kindness that read, "Have you filled someone's bucket today?" Students wrote ideas on stars and pasted them to the poster. The HERO team played a video while Board Members were invited to write down actions that were kind to add to the students' poster. Their CCC team's next steps are to address problem behaviors and how to deal with those. The Behavior Room data shows that kindness needs to be taught too, so the word may be added next school year.

Mr. Means wrapped up the presentation by showing the District's Strategic Plan and demonstrating how the leadership teams are addressing System Capacity, Whole Child, Tiered System, and Instructional Improvement. He added that Southwood staff uses PLC time to analyze data and make data-driven decisions for each child; the LAP/Title I teacher, Michelle Blanchard, helps lead this process. The MTSS team meets regularly to discuss targeted supports for students. Mr. Means is excited for the journey ahead.

The board was able to ask questions and thank the Southwood team.

Mr. Stanwood called for a recess at 7:15 p.m. so that the meeting could be moved to Sunrise Elementary. Mr. Stanwood called the meeting back to order at 7:33 p.m.

## **B. Sunrise Elementary Presentation:**

Mr. Fletcher welcomed us to the home of the Eagles. He gave an overview of what to expect for the evening. He welcomed Desi Gibb and four students to share about their Hydroplane Project, featuring cross curricular connections. Desi is part of the crew for the Les Schwab boat so she had an idea to bring the boat to the STEM Expo and this spurred many more ideas. The students were excited to study real data sheets on lap times for boats and different races. They developed stories about the races to explain the differences in times, watched videos about how the boat works and practiced retelling each other to practice for the STEM Expo. Students interviewed Andrew Tate, driver of the hydroplane. They wrote their own questions, asked via the Gmail Google Chat. Students designed and created buttons with questions visitors could ask them. Students also built their own boats based on a YouTube video lesson. They experimented with materials and methods, and then raced their boats. They determined speed using inches per second. The students then presented at the STEM Expo.

Mrs. Strand brought four second graders to share their catapult project, another project that featured cross curricular connections. Students began by writing informational books based on their experience building catapults with four basic materials. The students went home and made their own catapults selecting their own set of materials, which turned their writing project into a research and scientific methods experience. Each student added a project board to highlight their

catapults. The second grade teachers organized a competition to test catapults and projectiles, followed by a celebration event where students shared with families and schoolmates. Mr. Fletcher thanked the teachers and students for sharing and noted that he appreciates that the writing project spurred an exploration of scientific principles.

Next, the Kindergarten teachers, Mandy Simacek, Patty Kindsvater and Amanda Land, shared their approach to math. The District adopted *Math Expressions* curriculum is based on Common Core, and they supplement the teachers' manual with other strategies to better reach all students. Students are learning through play, exploration and small group instruction rather than large group as recommended by the manual. Teachers found games and activities for math centers. The centers allow students to practice math skills while the teacher meets with small groups or individuals to teach and reinforce the concepts that individual students need or to provide a challenge for students who mastered the concept. This is beneficial since kindergartners have a wide array of math abilities. Games are stored in rolling carts purchased by the District. Another strategy is used during calendar time. The dates are used to develop number sense; each date has a picture that helps with pattern recognition, shapes, etc. Teachers try to integrate math into daily work, along with literacy work. Games also provide time to practice partner work and social skills like cooperating, graciously winning and losing, etc. Students also practice math using Chromebooks.

Mr. Fletcher reinforced that teachers are using PLC time to connect about how to challenge and engage students. Kindergartners are learning how to act and interact in a school setting; teachers also strive to teach independence in the classroom which pays dividends in the upper grades.

Mr. Fletcher thanked the Board of Directors for the Strategic Plan. It provides District-wide and building specific initiatives a framework that Sunrise staff use to align their efforts. The mission statement has also been adopted in the school, especially the focus on equity. Mr. Fletcher then highlighted their CEL 5D work and appreciates Lynn Lofstrom's support. The instructional calendar gave teachers the freedom to teach from their expertise instead of focusing on chapters. Staff focuses on the "5 Elements of Balanced Literacy Instruction" and discusses best practices. Math support has also been fantastic to support core instruction. CEL 5D has brought healthy conversation about good teaching. They used staff meetings to dive deeper into each dimension and root it into examples from classrooms.

Mr. Fletcher invited Lea Tiger Tice to present about Shared Leadership at Sunrise Elementary. Everyone is a leader at Sunrise and join the PBIS, Math, or Reading teams. The Math Leadership team focused on understanding assessments and how to use data to inform instruction. Literacy Leadership team aimed to open doors and invite one another into their classrooms. They developed a video of mini-lessons and shared feedback on instructional and teaching moves to improve their own practice. Ten teachers are tutoring or running clubs that engage students and teach reading and math skills. Student Leadership has 40 students that were chosen through an application process. The students learn about leadership and complete service projects. Students are currently working on being active, engaged listeners. They also raised money for the Backpack Program by donating \$1 to wear a hat on Fridays in February; they raised \$250 through this student-generated idea.

The Community and Culture Leadership team at Sunrise is focusing on equity and the Whole Child. Staff looked at their visible versus hidden identities. They are applying the same ideas to getting to know struggling students. Mr. Fletcher also meets with paraprofessionals and specialists. The staff is using an expectations matrix to track behavior, focus on outcomes, and educate about appropriate behaviors. Students try to earn rewards as individuals and grade levels through their good behavior. Mr. Fletcher showed their latest video that teaches appropriate behaviors in different school locations.

The Board asked questions and thanked Mr. Fletcher for presenting.

**C. Black Diamond Parking Lot**

Mr. Nelson shared an update on the possibility of purchasing property on Baker Street to add parking for Black Diamond Elementary.

**III – EXECUTIVE SESSION**

Mr. Stanwood asked Mr. Nelson if an executive session was necessary. Mr. Nelson stated no executive session was necessary.

**IV — BOARD PROCESS DEBRIEF**

The board debriefed the meeting. Mr. Gamblin stated that video is a powerful tool for teaching behavior during assemblies. Mr. Stanwood added that the messages from both schools were unified with different strategies. Mr. Stanwood then confirmed the change in date for the Board Retreat to May 4<sup>th</sup> from 8:00 a.m. to 3:00 p.m. in the District Office Boardroom.

**V — ADJOURNMENT**

This meeting adjourned at 8:45 p.m.

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President, Board of Directors

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Secretary, Board of Directors