

School Board Report – February 2025
PK-5 Principal Jill McGowan

1. Nikki Morrison, Julie Granberg, and myself attended an HRS Leadership training with Dr. Phil Warrick from Marzano Resources on January 14th. It was a very valuable experience. The morning was spent diving into teacher self-rating scales for the 43 elements of the NASOT model and looking specifically at teacher evidence and student evidence within each element. The afternoon was spent watching videos of instruction, identifying the predominant instructional practice and providing focused feedback from the lens of an instructional coach and the lens of an administrator to compare/contrast the feedback.
2. Teachers continued their LETRS training during our in-service day on January 20th. We wrapped up unit 2. There are eight units total. We will finish unit 4 this school year and then complete units 5-8 next school year.

Session Objectives and Agenda Lexia LETRS

- Review and explain the organization of the Consonant and Vowel Charts.
- Articulate each phoneme; contrast the features of confusable consonant phonemes.
- Recognize how allophonic variation in speech affects students' spelling.
- Break
- Recognize how allophonic variation in speech affects students' spelling (*continued*).
- Compare English and Spanish phonemes.
- Recognize and respond constructively to language variations spoken by students with dialects different from General American English.
- Understand general principles of teaching phonological skills.
- Break
- Learn a variety of appropriate multisensory phoneme awareness activities including blending, segmentation, deletion, and substitution.
- Summary/Next Steps

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Teaching Phonological Skills: General Principles Lexia LETRS

1. Gradually move through the developmental progression of task difficulty (*Table 2.3*).
2. Focus on speech sounds *before* letters.
3. Encourage mouth awareness.
4. Include all English phonemes in instruction.
5. Use multisensory engagement: touch, move, say.
6. Do brief (5–10 minutes), frequent, distributed lessons.
7. Model (I DO), lead (WE DO), observe (YOU DO).
8. Give immediate, corrective feedback.
9. Transition to letters when students are ready.

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3. Emily Zipoy, Madelyn Tews, Kara Widman, and myself had the opportunity to attend the HRS Summit January 29–31. It was an incredible experience, and we were so honored to have had the opportunity to attend.

While WHA has been on this journey for many years, it's always refreshing to gain new insights and deepen our understanding. One of the key takeaways for us was the concept of organizational integrity. The presenters posed a powerful question: *"Are you willing to put your inspector number on each student you serve?"* This analogy really resonated with us and connected well to another session on school culture and climate. We learned that climate is how you feel—and that's fluid—while culture is the shared beliefs and behaviors we cultivate over time. By adjusting the climate, we can impact portions of the culture. It's about the character of our school, and it takes all of us to build a culture centered around integrity.

Social emotional learning and student agency were also key focus areas. We revisited Maslow's Hierarchy and its impact on student engagement, attention, inspiration, and motivation. The presenters shared rhetorical questions to help us reflect on individual students and identify areas where they may need support to be more engaged, motivated, or inspired.

We also revisited the importance of proficiency scales and how they guide our collaborative teams. Some new ideas emerged for next steps, including using AI to help us build and fine-tune these scales, which we tested and found incredibly helpful in making our work more effective.

Throughout the conference, two words kept coming up: *intentional* and *journey*. We reflected on how important it is to be intentional with our collaborative teams, especially when it comes to the four key areas of our work: curriculum, assessment, achievement, and instruction. While we tend to focus more on curriculum and assessment since they're less personal, there's a real need to focus more on achievement and instruction—areas that require vulnerability. We brainstormed ways to be more intentional in these areas so we can continue moving forward together on this journey.

A highlight of the conference was being recognized for certifying at level three. We were proud to stand on stage on behalf of WHA Elementary and our amazing partnership with Sourcewell. There were forty educators and Sourcewell staff in attendance from our region, so we definitely represented MN well!



Month	24-25 School Year Student Count	23-24 School Year Student Count
September	Did not calculate due to start of year	
October	306	319
November	301	321
December	301	322
January	302	324
February	305	322
March		
April		
May		