

School Name: Vector School District, Inc.

Board Meeting Minutes for 1/22/2015

1. Called to order at 3:25 by president Kellyn Wines, M.Ed.
2. Attendance: Dawn Livesey, Ronda Owens, Kellyn Wines, Ex-officio Principal Deb Coleman Public; Tomi James
3. No Public Comments
4. Approval of Minutes from 10/09/2015  

Dawn made a motion to approve minutes as written, Ronda seconded the motion. Unanimous approval.
5. Indian Policy and Procedures are written and discussed for all native students. Ronda recused herself from the vote due to her writing the IPP. Kellyn made a motion to approve IPP as written, and Dawn seconded the motion. Unanimous approval.
6. Title seven funds were discussed. Dawn made a motion to approve funds as requested in the grant. Kellyn second the motion. Unanimous approval.
7. Discussion on moving Ms. Wines to charter representative for vector School district. Ms. Owens will continue in her role as charter rep and we will be adding Ms. Wines. Kellyn Wines recused herself in the vote. Ms. Owens made a motion to add Ms. Wines as a charter representative. Dawn second the motion. Unanimous approval.
8. Principals report covered: Title one, school Improvement and school functions.
9. Mrs. Wines closed the meeting at 3:42PM.

VECTOR PREP ARTS & ACADEMY

January 8, 2015

**VISION: TO BE COMMITTED TO DEVELOPING RESPONSIBLE AND RESPECTFUL STUDENTS THROUGH ACADEMIC, ARTS, AND ATHLETICS IN ORDER FOR THEM TO BE PREPARED FOR LIFE AND FOR THEIR FUTURE ENDEAVORS.**

Principal's Report:

- **Title 1 Program:** Ms. Kahalewai (Reading Specialist) Reviewed the Galileo data and pulled the bottom 25% K-8 grade students and conducted a RTI assessment to determine the students' reading level. Students that fell 1 grade level below she uses the RTI Resource Kit and those that fell 2 grade level or below she uses the Reading Street "My Sidewalks On" intervention kits. Kahalewai only pull students during their focus class time and work with them in small groups, and one-on-one. She keeps a log on what standards she works and a spreadsheet on the students' progress (which she discusses with their teachers).
- **Tier 3 Fast Forward Program:** Ms. Rubin (lead teacher) pulls 3<sup>rd</sup> & 4<sup>th</sup> grade students that are identified as FFB & AP for this Power Brain digital program for 30mins. This program is a brain fitness exercises program designed to assist in the following areas: build self-esteem, help to develop better listening skills/communication skills and increase students ability to focus in class.
- **School Improvement:**

Enrollment

Kindergarten	22
First Grade	32
Second Gr	35
Third Grade	22
Fourth Gr.	31
Fifth Grade	24
Sixth Grade	30
Total	196

Growth progress monitoring indicates that kindergarten, first, and second grades saw a slight drop as predicted from pretest to benchmark test. Third and fifth grade students increased in both reading and math, meeting the milestones at those grade levels. Fourth and sixth grade demonstrated growth in reading, but decreased in math.

- **Updates**
  - Winter Showcase- good parent/teacher participation
  - Spring Showcase- "The Wiz"
  - P.A.T. meetings – parent participation is growing (we've started offering food)!
  - Core Teachers- all are HQ
  - Wednesdays Flag Ceremony now includes JROTC to led the pledge of allegiance
  - K-6 Awards Assembly – gave over 100 certificates – good parent turn-out

### List of instruments purchased with the Music Grant 2014:

- 60 Recorders
- 1 set chime bars Sonor KS 40 M 15 INT
- 1 Sonor Glockenspiel tenor/Alto Tag 19
- 1 soprano Glockenspiel
- 1 alto glockenspiel
- 1 Rosewood sx gbf xylophone
- 1 rosewood ma gb
- 1 metallophone ax gbf
- 2 shekere
- 1 keyboard px-150bk
- 1 casio keyboard stand
- 12 conductor stands
- 2 Djembe
- 3 remo drums
- 2 Tambourines
- 2 Bongos
- 2 Tone Blocks

These instruments have provided me with a greater tool base in which to teach my students how to read. The rhythm instruments are used for differentiation between beat and rhythm. For an adult this may seem simple, but for a child in the developmental stage, this is a difficult concept and action to perform. The instruments are used with the body rather than the voice. The farther a child moves that beat or rhythm from their heart, the more difficult it becomes to keep it steady. Instruments are a powerful tool to help them develop the skill of creating rhythm in all parts of the body.

They have also work on playing and singing simultaneously. This is a more advanced skill to learn, but one that is necessary to develop as a musician.

The after school students are playing as an Orff band. They are keeping steady beat while playing ever challenging rhythms. They are playing parts ranging from bass instrumentation, accompaniment and solos together. They are learning to follow the conductor and end at the same time. This is a difficult process for students, because it is necessary to keep the beat moving at all times, even when a mistake is made. Inner beat and reading development are an integral part of their success, and the instruments have greatly added to their development and desire to participate in music.

I appreciate the efforts in providing these instruments for the students. It has had a significant impact on their progressions and enjoyment.

Thank you for your support,

Julie Sessions