STUDY SESSION

The study session was called to order at 4:00 PM and concluded at 5:50 PM. All Board members were present. Information regarding the listed schools’ continuous improvement plans were presented in two parts. The Director of Research & Accountability presented a summary of data analysis and targeted areas of focus. The site administrators presented information regarding understanding their site needs, as well as actions needed for improvement. Appendix A

<table>
<thead>
<tr>
<th>Sundown Program</th>
<th>Sunset Hills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shadow Ridge High School</td>
<td>Mountain View</td>
</tr>
<tr>
<td>Rancho Gabriela</td>
<td>Sonoran Heights</td>
</tr>
</tbody>
</table>

I. REGULAR MEETING - GENERAL FUNCTION

1. Ms. Traci Sawyer-Sinkbeil, Governing Board President, called the regular meeting to order at 6:00 p.m. Governing Board members constituting a quorum were present; Ms. Traci Sawyer-Sinkbeil, Mr. Jerry Eynon, Ms. Jennifer Tanner, and Mrs. Bonnie Schroader. One Board seat is vacant.

2. Ms. Sawyer-Sinkbeil led the Pledge of Allegiance.

3. A motion by Sawyer-Sinkbeil/Tanner was entered to approve the Agenda Form, with the exception of item #7 which was pulled from the agenda, consistent with Board Policy and temporarily suspend any Governing Board Policy with which this agenda may be inconsistent. UNANIMOUS

4. Summary of Current Events
   - Presentations, Recognitions, Celebrations
     - The Spotlight Video was not shown.
   - Superintendent Update – Dr. Pletnick attended the Board Nominee Seminar along with Ms. Traci Sawyer-Sinkbeil, Board President, on Saturday, September 14th. An appointment has been made which will be announced by the Board President. Dr. Pletnick met with the Phoenix Symphony Overseer Board and is pleased to announce the Phoenix Symphony will perform at the Performing Arts Center. That performance will be streamed live; a first for the symphony. In addition, Dr. Pletnick reported she will be a guest speaker on September 26-27, 2013, at a webinar hosted by the Alliance for Excellent Education where she will present information about the District’s iPAL system.
   - Governing Board Update
     - Ms. Traci Sawyer-Sinkbeil reported she attended the ASBA Law Conference, the ASBA Delegate Assembly, the Chamber Breakfast, the Special Olympics Breakfast and the Board Nominee Seminar. Ms. Sawyer-Sinkbeil announced the Maricopa County Superintendent of Schools appointed Ms. Blossom Tande to the District’s vacant Board seat; Ms. Tande will be sworn in on September 19, 2013.
     - Bonnie Schroader attended the ASBA Law Conference, the Delegate Assembly and the Chamber Breakfast.
• Jennifer Tanner attended the ASBA Law Conference, the Chamber Breakfast and the 9-11 Event at Marley Park.

5. Audience with Individuals or Groups
Ms. Beth Simek, President of the El Mirage/Surprise Council, addressed concerns with the Governing Board regarding policies and practices for the operation of parent organizations on campuses. Dr. Pletnick was directed to respond to Ms. Simek concerns.

ACTION/CONSENT

A motion by Eynon/Schroader was entered to approve the consent items as presented
Ms. Sawyer-Sinkbeil reminded the Board that item #7 had been pulled from the consent agenda.

ACTION/CONSENT

1. Recommendation to Approve a Memorandum of Understanding with Chicanos Por La Causa Early Childhood Development Program and Authorize the Superintendent and Director of Exceptional Student Services to Sign the Agreement and Affiliated Documents
Approved
UNANIMOUS

2. Recommendation to Approve the Service Agreement with the Arizona Board of Regents, University of Arizona for Common Core Conference and Authorize the Superintendent to Sign the Agreement and Affiliated Documents
Approved
UNANIMOUS

3. Recommendation to Approve the Affiliation Agreement with Brown Mackie College – Phoenix and Authorize the Superintendent to Sign the Agreement and Affiliated Documents
Approved
UNANIMOUS

4. Recommendation for Approval of the Listed Cooperative Purchases Over the $50,000 Threshold for the 2013-2014 Fiscal Year
Approved
UNANIMOUS

5. Recommendation to Approve Submittal of School Facilities Board Annual Reports
Approved
UNANIMOUS

Approved. Appendix B
UNANIMOUS

7. Approval of Qualified Evaluators
No Action Taken; pulled from the agenda
NO ACTION TAKEN
8. Approval of the Minutes of the September 4, 2013 Regular Governing Board Meeting and the September 5-6, 2013 ASBA Law Conference Approved

9. Approval of Online Supplemental Technology and Math Resources for Grades K-8 Approved

10. Overnight Travel for Up to Fifty Shadow Ridge High School, Drama Club Members, Two Advisors and Three Chaperones to Attend Arizona State Thespian Festival 2013 in Phoenix, AZ, November 22-23, 2013 Approved

11. Overnight Travel for Up to Fifteen Willow Canyon High School SkillsUSA Students and Two Chaperones to Attend the 2013 SkillsUSA Leadership Training Camp in Williams, AZ, November 13-15, 2013 Approved

12. Out of State Travel for Up to Twenty-four Willow Canyon High School Vocal Ensemble Members, Stage Crew, Band Members and Up to Six Chaperones and One Advisor to Attend the FAME Festival for Show Choirs in New York, NY, March 6-10, 2014 Approved

13. Out of State Travel for One Language Arts Specialist to Attend the JEA/NSPA Journalism Education Association Fall High School Journalism Convention in Boston, MA, November 13-15, 2013 Approved

14. Acceptance of Donations, Gifts and Grants Accepted

15. Extra-Curricular Tax Credit Fund and Student Activities Fund Reports for the Month of August 2013 Acknowledged Receipt

16. Approval/Ratification of Payroll Vouchers 7545, 11, 7546, 12, 7547 and 13 in the Amount of $9,848,891.90 Approved/Ratified

17. Approval/Ratification of Expense Vouchers 1009, 1068, and 1010 in the Amount of $3,181,808.17 Approved/Ratified

UNANIMOUS
18. Recommendation for Adoption of Revised and New Governing Board Policies – 10.33 – Student Concerns, Complaints and Grievances and 10.33.1 – Student Violence, Harassment, Intimidation and Bullying – Second Reading
A motion by Tanner/Schroader was entered to adopt revised and new Governing Board Policies – 10.33 – Student Concerns, Complaints and Grievances and 10.33.1 – Student violence, Harassment, Intimidation and Bullying – Second Reading. **UNANIMOUS**

19. Meet and Confer – IBA Standards
A motion by Schroader/Tanner was entered to adopt the IBA standards as established for the 2013-2014 Meet and Confer. Appendix C **UNANIMOUS**

**INFORMATION**

20. Update on Actual 2013-14 Fiscal Year Tax Rates
Mr. Jeff Gadd provided information regarding the District’s final tax rates for FY 2013-2014 as set by the Maricopa County Board of Supervisors. The total Primary Tax Rate of $4.623 and Secondary Tax Rate of $2.954 are less than the estimated tax. Mr. Gadd provided graphs demonstrating a loss of 10.8% in secondary assessed value over a 5 –year period beginning in 2010; the assessed value has gone from approximately $169K to just over $100K. The average home full cash value has gone from nearly $190K to approximately $120K. Property tax rates have risen increased from $5.004 in 2010 to $7.577 for 2014 reflecting the decrease in assessed value. Appendix D

21. Strategic Plan Update – Allocate Available District Level Resources to Support the Strategic Plan Goals Where They Will Have the Greatest Impact on Student Academic Achievement and Instruction Goal H, Objective 28
Dr. Cyndi Miller presented information regarding the work done to develop the framework and timeline to facilitate implementation this objective. Appendix E

22. Parent Organization Guidelines
Parent organizations recognized by the Board are an extension of the District and as such are provided with liability coverage under the district’s insurance, are not required to pay a fee for the use of District facilities and can legally send materials home with students as an extension of the District. As an extension of the District, Governing Board policies which apply to District staff also apply to the parent organizations. These policies and procedures will be implemented consistently across the District by the site administrator.

In recognizing these groups, the Board is also accepting additional liability and therefore the TRUST recommends guidelines for operation be in place so the parent organizations operate legally and the District does not assume unnecessary risk that could jeopardize the insurance coverage or expose schools, staff and students to risk (fingerprint approval, security measures, FERPA, confidentiality etc.)
After the mandatory parent organization meeting where information about the guidelines for operation were reviewed, questions were asked and clarification provided, additional questions and concerns were raised prompting the drafting of a revision to the guidelines to be utilized in the approval process. In addition to the guidelines set forth in the 2013-2014 Parent Support Organizational materials, a group must qualify under the following:

- Does not duplicate a district program or compete with District programs.
- Has goals or objectives (including those related to fundraising activities) consistent with the goals and objectives of the District or school site as determined by the school administration.
- Does not duplicate support efforts at the K-8 level.

Additionally, the following clarifications will be communicated:

- The district does not fingerprint and process parent organization vendors. Such vendors are to be treated as visitors during school hours or at school sponsored events.
- No recognized parent organization can fundraise within the school, at school sponsored events or use school facilities at no charge without a purpose approved by the site administrator.

REQUESTS FOR FUTURE AGENDA ITEM(S) - NONE

ADJOURNMENT

On a motion entered by Sawyer-Sinkbeil/Schroader and by a unanimous vote, the meeting ended at 7:04 p.m.

Signed

Date:

October 2, 2013
CIP
Sundown Mountain Alternative Education Program

APPENDIX A

Summary of Data Analysis

School Name: Sundown Mountain Alternative Education Program

Observations:

- **AIMS**:
  - **2013 Enrollment**
    - In spring of 2013, 26 Sundown students completed the AIMS Reading assessment. Of these, 74% passed. This rate is substantively higher than in previous years (39% in 2012 and 41% in 2011).
    - Comparatively, 66 Sundown students attempted the 2013 AIMS Math assessment. Of these, 14% passed. This rate is lower than in previous years (25% in 2012 and 23% in 2011).
  - **2014 Enrollment**
    - Currently 133 students are assigned to Sundown: 100 grade 12, 32 Grade 11, 1 Grade 10.
      - AIMS Math Status: Among these students, 107 took the AIMS Math assessment in spring 2013. Here, 11 (10%) attained Meets, 22 (21%) Approaches, and 74 (69%) FFB. Thus, a total of 96 currently enrolled Sundown students still need to pass AIMS Math in order to graduate.
      - AIMS Reading Status: Among these students, 54 students took the AIMS Reading assessment in spring 2013. Here, 28 Meets (52%), 21 Approaches (39%), 5 FFB (9%). Thus, 26 students currently enrolled in Sundown still need to pass AIMS Reading.
- **AIMS Content**:
  - Based on 2013 AIMS Reading results, content analysis suggests a need for instructional focus in the following three areas: Elements of Literature (S2C1), Persuasive Text (S3C3), and Comprehension (S1C6).
  - Based on 2013 AIMS Math results, content analysis suggests a need for instructional focus in the following five areas: Interpretive Analysis (S4C2), Engagement (S4C4), Numbers and Operations (S1), Algebraic Representations (S3C3), and Probability (S2C2).
Targeted Areas of Focus

Areas of strength

- **AIMS:**
  - 2013 AIMS Reading passing rates for Sundown exceeds previous levels:
  - Approximately 75% of Sundown students taking the 2013 AIMS Reading test passed the assessment.
  - Comparatively, AIMS Reading passing rates in 2012 & 2011 were 39% and 41%, respectively.

Areas of need

- **AIMS:**
  - Passing rates on AIMS Mathematics equaled 14% in 2013. This rate is lower than in previous years.
  - Data suggest an need for instructional focus in the following areas:
    - Math:
      - Coordinate Geometry (S4C3)
      - Measurement (S4C4)
      - Numbers and Operations (S1)
      - Algebraic Representations (S3C3), and
      - Probability (S2C2)
    - Reading:
      - Elements of Literature (S2C1)
      - Persuasive Text (S3C3), and
      - Comprehension (S1C6)
  - A total of 96 currently enrolled students require targeted assistance in Math; 26 in Reading.

Understanding Needs

- Modified AIMS Intervention Plan-specifically Math AIMS
- Implementation of Zero Hour and transportation was scheduled for our students to access tutoring before school
- "Think Tank"-provides students an opportunity to prepare specifically for their classes
- Homeroom-provides additional support from staff to serve as a checkpoint for AIMS preparation
- Staff provides additional resources for AIMS preparation
- PBIS motivates behavior, attendance, grades which enhances a culture of learning
### Actions

<table>
<thead>
<tr>
<th>Action</th>
<th>Monitoring progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIMS Intervention Plan was implemented to target students’ specific AIMS needs.</td>
<td>Teachers are monitoring student progress on a weekly basis by recording scores on a tracking sheet. Teachers are monitoring student progress on a weekly basis by recording scores on a tracking sheet.</td>
</tr>
<tr>
<td>Zero hour was implemented to give students an opportunity to earn extra credits per term. This time is also used for tutoring students in other classes.</td>
<td>Teachers are monitoring student progress on a daily basis. Teachers are monitoring student progress on a weekly basis by recording scores on a tracking sheet.</td>
</tr>
<tr>
<td>Think Tank was implemented to provide students a structured time to work on missing assignments during the school day with teacher support.</td>
<td>Teachers are monitoring student progress on a daily basis. Students are able to earn their way out once they are passing their classes.</td>
</tr>
<tr>
<td>Created a Homeroom/House Competition where each student is assigned a staff member and reports every morning before classes begin for 10 minutes</td>
<td>Grades, attendance, behavior, school spirit, and house points (data) are recorded per House. A House consists of two staff members and their students combined.</td>
</tr>
</tbody>
</table>

### Questions?
Summary of Data Analysis

School Name: Shadow Ridge High School

Observations:

- **AF Accountability:**
  - AF Label remains unchanged at “B” for past three years
  - Total points and school-wide passing rates increased in 2013 while total growth points steadily declined 2011 to 2013
  - Growth measures for at-risk students increased in 2013 but is substantively below its level in 2011

- **AIMS:**
  - Math passing rates have declined between 2012 to 2013. However, Reading passing rates have increased steadily from 2011. Reading passing rates in 2013 are substantively above Math levels
  - Math exceeds rates are substantively above those of Reading, but have declined steadily since 2011. In contrast, Math FFB rates have fallen since 2011. Reading FFB rates are less than 5%.

- **AIMS Content:**
  - Strand 1 (Numbers and Operations) and Strand 4 (Geometry & Measurement) are identified as areas in need of instructional focus. Additional content areas include Probability, Listing, Counting & Vertex Edge Graphs, Patterns, and Algebraic Representation as potential areas of focus. Reading content areas include Comprehension, Elements of Literature, and Expository Text

- **SAT 10:**
  - Data suggest that approximately 70% - to 80% of current 10th graders are on-track to pass AIMS in 2014. Remaining students are identified as being at-risk of not passing.
Targeted Areas of Focus

Areas of strength

- **AF**: The AF growth measure for at-risk students has increased and is above that of the “All Students” category, suggesting positive impact of intervention activities.
- **AIMS**: Reading passing rates have steadily increased since 2011 and the 2013 Reading FFB rates less than 5% and have been declining over time.
- **SAT 10**: 70% to 80% of the current 10th graders are on track to pass AIMS Reading and Math in 2014.

Areas of need

- **AF**: Growth for at-risk students in 2013 remains substantively below its level in 2011. Total growth points (All Students) has steadily declined.
- **AIMS**: Math passing rates have declined in 2013.
- **AIMS**: Reading Exceeds rates are substantively below Math.
- **AIMS**: Selected Math and Reading Strand/Concept areas are identified as possible areas of instructional focus.
- **SAT 10**: 20% to 30% of current 10th Graders are identified as being at-risk of not passing AIMS Reading/Math assessments in 2014.

Understanding Needs

- Aligned curriculum to Common Core while maintaining fidelity to AIMS.
- Provide professional development and feedback based on the Framework for Teaching.
- Intervention strategies for Juniors and Seniors that need to re-take AIMS.
- Use data from Stanford 10 to implement interventions for students taking the AIMS the first time (10th grade).
- Identify at-risk students to support academic growth.
## Actions

<table>
<thead>
<tr>
<th>Action</th>
<th>Monitoring progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus all departments and PLCs on alignment of curriculum, instruction and assessment, to monitor and support mastery of curriculum.</td>
<td>Tracking the work of each professional learning community and student learning through PLC documentation - Achievement data, iAssess data analysis, Stanford 10, AIMS, Benchmark assessments.</td>
</tr>
<tr>
<td>Identify student needs and focused interventions meeting academic weaknesses of students to increase # of students meeting and exceeding on AIMS</td>
<td>Student achievement data based on state performance standards.</td>
</tr>
<tr>
<td>Implement H.O.M.E Teams.</td>
<td>Documentation of H.O.M.E team goals, action plans, and results in shared decision making.</td>
</tr>
<tr>
<td>Professional Development Plan</td>
<td>Lesson plans, lesson implementation, observation data, student data, and teacher reflection of learning.</td>
</tr>
</tbody>
</table>
Summary of Data Analysis

School Name: Rancho Gabriela Elementary School

Observations:
- **AF Accountability:** Remained at “A” level for past three years; Total points and school-wide passing rates have risen slightly over time; Growth measures remain unchanged but are generally greater than the 50th percentile. Growth for At-Risk students the same as for all students.
- **AIMS:** Inconsistent change in grade-specific passing and Exceeds rates (some up, some down); Math Exceeds rates higher than Reading; FFB rates generally very low.
- **AIMS Content:** Areas of strength/weakness differ by grade level – no single school-wide systemic content issue.
- **DIBELS:** More than 75% of KG-6 student end year on grade level, but more than half of identified at-risk students remain at-risk at year end.
- **SAT 10:** While about 80% of incoming grade three students are on-track to pass AIMS, the data identify about 20% at-risk of not passing A2014 AIMS Reading & Math assessments.
Targeted Areas of Focus

Areas of strength
- **AF**: Remained at A level for past three years
- **AIMS**: Reading passing rates above 80% for all grades
- Reading & Math Exceeds rates increasing in four out-of-six grade levels
- Math Exceeds rates range between 30% - 50%
- Read/Math FFB rates generally very low
- DIBELS: 76% KG-6 students end year on-grade level
- SAT 10: 80% of incoming grade 3 students appear on-track for passing AIMS

Areas of need
- **AF**: Increase the instructional impact on Bottom 25% above that of all students
- **AIMS**: Eliminate inconsistency in passing rates across grade level
  - Increase Math passing rates to level reports for Reading;
  - Increase AIMS Reading Exceeds rates to levels reported for Math;
  - Correct high FFB rates for Grade 8 Math
  - Identify/correct instructional efficacy issues unique to each grade/content area
- DIBELS: When student begin year at-risk, more than 50% remain at-risk at end of year
- SAT 10: Identify strategies specific to the 20% of grade 3 students at-risk for not passing 2014 AIMS Reading/Math

Understanding Needs

- Focus on standards/aligned common assessments/PLC collaboration.
- Focus on tier I instruction/instructional scaffolding.
- Focus on systemic mandatory interventions.
- We need to look at every student and ask: What do you need to know and how do we know you know it? If you do not know, then we must re-teach and re-assess. If you do know, we must push you even further. Tracking individual student learning based on the standards is essential.
Actions

<table>
<thead>
<tr>
<th>Action</th>
<th>Monitoring progress</th>
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</thead>
<tbody>
<tr>
<td>Aligned common assessments are created and refined by grade level teams</td>
<td>PD modeling, PLC monitoring, evaluation process</td>
</tr>
<tr>
<td>Tier I and II fidelity with instruction</td>
<td>PD modeling, evaluation process, walk throughs, teachers observing other teachers and reflecting, Daily 5(K-5)</td>
</tr>
<tr>
<td>Systemic mandatory interventions</td>
<td>Implementing DRA K-6, leveled bookroom resource, time appropriated for most grade levels, tracking all student learning, Daily 5(K-5), gifted and reading coaches, PD modeling</td>
</tr>
<tr>
<td>Tracking all student learning based on the standards</td>
<td>PD modeling, evaluation process, students involved in tracking their own learning, PLC process</td>
</tr>
<tr>
<td>Aligned common assessments are created and refined by grade level teams</td>
<td>PD modeling, PLC monitoring, evaluation process</td>
</tr>
<tr>
<td>Tier I and II fidelity with instruction</td>
<td>PD modeling, evaluation process, walk throughs, teachers observing other teachers and reflecting, Daily 5(K-5)</td>
</tr>
</tbody>
</table>

Questions?
## Summary of Data Analysis

**School Name:** Sunset Hills  
**Observations:**

- **AF Accountability:** AF Label remains at “B” for 2013; Total AF & school-wide passing rates points remains unchanged and one point below the “A” threshold; There was a slight increase in the All-Students’ growth measure but no change in the at-risk growth figure. Both growth measures for 2013 were essentially the same (no differential at-risk effect).

- **AIMS:** Trends in Math passing rates inconsistent across grade levels; Some grades (4 & 5) report steady declines, others do not. There is a large range of 2013 Math passing rates (65% to 85%); Reading: Passing rates area all above 80% (Grade 7 = 93%); Reading passing rates increased in four grade levels and decreased in two; Exceeds rates are substantively higher in Math than for Reading; Common for all AIMS measures is inconsistency across grade levels.

- **AIMS Content:** For Math, school-wide data suggest Strand 1 (Numbers & Operations) and Strand 5 (Structure & Logic) to areas of focus. For Reading, no systemic school-wide content areas appear problematic. Reading content focus is grade specific.

- **DIBELS:** Nearly 80% of all KG-6 students end the year on grade level; However, a significant proportion (above 55%) of at-risk students remain at-risk throughout the school year.

- **Sat 10:** Approximately 80% of current grade 3 students are on track to passing the 2014 AIMS Reading and Math assessments. Twenty percent remain at-risk of not passing.
Targeted Areas of Focus

Areas of strength
• **AF**: School-wide passing rates high at 83%; Growth measures above the 50th %ile.
• **AIMS**: Reading passing rates all above 80%; Reading passing rates increased in most grade levels; Reading/Math FFB rates are low (<10%) for all grade levels
• **AIMS Content**: No systemic content issues appear in the Reading data
• **DIBELS**: 80% end the year on grade level
• **SAT 10**: Over 80% of current grade three students are on-track for passing the 2014 AIMS assessment

Areas of need
• **AF**: Strategies to gain the 1-point needed to attain the “A” category; Increase the differential growth effect for at-risk students
• **AIMS**:
  – Identify the cause of decreased Reading passing rates for selected grade levels;
  – Explore cause of large disparities in Math passing rates across grade levels;
  – Increase the Reading Exceeds rate to be more commensurate with Math.
  – For Math, investigate instructional efficacy for Strand 1 & 5; For Reading, content inquiry should be grade specific
• **DIBELS**: Intervention strategies needed for student showing persistence at-risk status
• **Sat 10**: Interventions should focus on the 20% of current grade 3 students potentially at-risk for not passing the 2014 AIMS reading/Math assessments

Understanding Needs

• Increase student growth overall & bottom 25-35%
• Increase overall % Exceeds in reading, decrease % FFB & Approaches in 4th grade
• Focus on math strands 1 & 5: Number and Operations & Structure & Logic
• Focus on DIBELS intensive and strategic K-6
• Extend motivation and academic endurance K-6
• Space is limited with 1,200+ students
## Actions

<table>
<thead>
<tr>
<th>Action</th>
<th>Monitoring progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implement Tier 2 interventions consistently using team or whole grade level groupings</td>
<td>PLC created formative assessments, benchmarks</td>
</tr>
<tr>
<td>Daily intervention for DIBELS intensive &amp; strategic students</td>
<td>DIBELS, DRA, HM screeners, reading interventionist log, progress monitoring</td>
</tr>
<tr>
<td>Increase motivation, endurance, stamina and confidence with task performance items</td>
<td>Task performance items, independent student accountability, benchmarks</td>
</tr>
<tr>
<td>Tier 3 interventions for bottom 35%</td>
<td>Read 180, System 44, Soar to Success 3-6, Reading Interventionist group data</td>
</tr>
<tr>
<td>Differentiated PD for targeted small group instruction in reading and math K-8</td>
<td>CES walkthrough data, progress monitoring, movement in benchmark scores</td>
</tr>
<tr>
<td>Enrichment groups for students in high meets and exceeds</td>
<td>Formative assessments, benchmark increase in % exceeds</td>
</tr>
</tbody>
</table>

## Questions?
APPENDIX A

Mountain View School
Continuous Improvement Plan
2013 – 2014

Power in preparation . . .
Excellence in the journey . . .
Success for a lifetime . . .

Home of the
Mountain Lions

Summary of Data Analysis

School Name: Mountain View Elementary School

Observations:
AF Accountability: Measures declining over time – Letter Rating (A to B), Total Points, Percent Passing, Growth measures

AIMS: Overall Passing rates are exceed 75%; Math & Reading passing and Exceeds rates generally declining; Math Exceeds rates higher than Reading. In contrast, FFB rates remain very low.

AIMS Content: No apparent systemic (school-wide) content issues. Instructional efficacy issues appear to be grade & content specific

DIBELS Literacy Measures: Overall, nearly 80% of students end school year “on-grade level”. However, data suggest that high proportions of Grade 1 – 6 students who begin year at-risk remain at-risk by the end of the school year. SAT 10 information suggest approximately 25% of current 3rd graders may be at-risk of not passing AIMS Read/Math in 2014
Targeted Areas of Focus

Areas of strength

- AIMS Reading and Math FFB rates remain very low. Overall passing rates are high (>75%)
- Systemically, no single instructional AIMS content area appear problematic
- Literacy: Nearly 80% of KG-6 students identified as being on grade-level by end-of-year
- Nearly ¾’s of current grade 3 students on track to passing AIMS in 2014 based on recent SAT 10 indicators

Areas of need

- Reverse the trend of declining passing rates and students attaining the Exceeds level
- Increase the proportion of students exceeding in Reading relative to Math
- Identify weak sub-content areas by grade level and concentrate on making instructional efficacy improvements in these specific areas
- Improve the efficacy of literacy interventions for at-risk (DIBELS Intensive) students
- Use SAT 10 to identify at-risk students and develop intervention strategies in Reading and Math. Use same information to ensure higher levels of AIMS Exceeds in Reading

Understanding Needs

- Inconsistent tracking of progress/growth with limited impact on instruction/lesson design
- PLC focus was not aligned to address the weak sub content areas
- Inconsistent implementation of Tier 2 instruction in both Math and Reading
<table>
<thead>
<tr>
<th>Action</th>
<th>Monitoring progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers, administration, and students tracking student progress</td>
<td>Charting, PLC agenda/minutes, notifying administration of students receiving D/Fs, RTI, academic recovery</td>
</tr>
<tr>
<td>Individualize professional development opportunities. ~Survey-Strengths and areas of growth ~Delivery-one on one, whole/small group ~Peer observation of highly effective teachers ~Differentiated instruction, technology, Cohesive lesson development, small group instruction</td>
<td>Lesson plan Observations Conferencing Formative assessment results Teacher reflection logs</td>
</tr>
<tr>
<td>Aligned PD calendar to PLC work</td>
<td>Observations and teacher need</td>
</tr>
<tr>
<td>Administration/IGT facilitating of PLC Monitor and track student target groups for growth/progress</td>
<td>3x or more a month, weekly planning meetings Lesson plan, student work, assessments Evaluation of assessments</td>
</tr>
<tr>
<td>Teachers will receive extensive training on depths of knowledge, thinking skills in the Common Core and creating common formative assessments. Teachers participating in Tri-School PLC</td>
<td>IGTs and administration will conduct walkthroughs and provide feedback and gather data from common formative assessments to track student growth. Administration and coaches ~ facilitate/monitor work sessions</td>
</tr>
<tr>
<td>Implementing Tier 2/master school schedule</td>
<td>Observation and walkthroughs</td>
</tr>
</tbody>
</table>

Questions?
Continuous Improvement Plan
Sonoran Heights Elementary School
“Every day for every kid”

Summary of Data Analysis
School Name: Sonoran Heights Elementary School
Observations:

• **AF Accountability**: Maintained A level for past three years. However, Total Points, school-wide passing rates and growth measures have declined.

• **AIMS**: Reading/Math passing rates above 80%; Reading/Math passing rates increased in some grade levels and declined in others; Passing rates differ substantively between grade levels

• **AIMS**: Math Exceeds rates substantively higher than for Reading; Both the level and trends in Exceeds rates are inconsistent across grade levels in Math

• **AIMS Content**: No apparent problematic (School-wide) content area; Strengths/weakness specific to grade and subject

• **DIBELS**: 77% student finished year on grade level; For the small number of students beginning year at-risk, a large proportion remain at-risk by end of year

• **Sat 10**: Approximately 25% of current grade three students are at-risk of not passing AIMS Reading/Math in 2014
Targeted Areas of Focus

Areas of strength

- **AF**: “A” Label for past three years; Growth measures above the 50th percentile
- **AIMS**: Reading passing rates average 85% across grade levels; Math rates average about 82%
- **No systematic (school-wide) problematic instructional content areas**
- **DIBELS**: Over 75% of students on grade level by end of year
- **SAT 10**: About 75% current grade 3 student on track for passing 2014 AIMS

Areas of need

- **AF**: Growth measures for at-risk students are not higher than for all-students; Growth measures declining
- **AIMS**: Math passing rates are lower in grades 3-6 than in 7 & 8
- **Inconsistency of increasing/decreasing Reading/Math passing rates across grade level — some grades levels show steady declines but others do not; Rates across grade levels differ substantively for both passing and Exceeds rates
- **Each grade needs to identify instructional areas of focus**
- **DIBELS**: Identify strategies for changing outcomes for persistently at-risk students
- **Sat 10**: Identify interventions for approximately 25% of current grade 3 student at-risk for not passing 2014 AIMS Reading & Math

Understanding Needs

Sonoran strengths are the result of:

- Strong PLC collaboration focused on every child
- A strong middle school team
- A culture of high expectations for all – students, staff and parents

Sonoran areas of need are the result of:

- Class splits in 3rd & 4th grade resulting in less than effective learning experience
- Lack of new teacher mentoring in the areas of intervention
- New benchmark model and scope/sequence gaps not being covered
- Not enough targeted interventions in Tier II and Tier III
## Actions

<table>
<thead>
<tr>
<th>Action</th>
<th>Monitoring progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implement Tier II and Tier III Interventions</td>
<td>DRA, DIBELS, Phonics Screeners</td>
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<tr>
<td>Specific and targeted reading interventions</td>
<td>Common formative assessments</td>
</tr>
<tr>
<td>Specific targeted PD for staff based on data</td>
<td>Progress reports</td>
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<tr>
<td>Small group interventions &amp; differentiation strategies</td>
<td>Data tracking sheets for ESS, Read 180, Interventionist and Gifted</td>
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<tr>
<td>PLC support for specific grade levels</td>
<td>Individual student goal setting</td>
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<tr>
<td>Utilizing Gifted Specialist and Coaches</td>
<td>Quarterly benchmark data</td>
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## Questions?
NEW HIRE

CERTIFIED STAFF

<table>
<thead>
<tr>
<th>NAME</th>
<th>ASSIGNMENT</th>
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<tbody>
<tr>
<td>Bernards, Mark</td>
<td>Teacher</td>
</tr>
<tr>
<td>Bogden, Dalonna</td>
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<td>Davis, Jennifer</td>
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<tr>
<td>Hingst, Sherri</td>
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<td>Taaffe, Jamin</td>
<td>Teacher</td>
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CLASSIFIED STAFF

<table>
<thead>
<tr>
<th>NAME</th>
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<tbody>
<tr>
<td>Alejandro, Frank</td>
<td>Plant Manager</td>
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<tr>
<td>Cox, Michelle</td>
<td>Registrar</td>
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<tr>
<td>Fisher, Mathew</td>
<td>Instructional Assistant SPED SAT</td>
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<tr>
<td>Frey, Elizabeth</td>
<td>Instructional Assistant SPED SAT</td>
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<tr>
<td>Juergens, Jacqueline</td>
<td>School Monitor</td>
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<tr>
<td>Kitchen, Robert</td>
<td>Instructional Assistant SPED 1:1</td>
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<td>Konen, Charles</td>
<td>Bus Driver Trainee</td>
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<td>Korbals, Martin</td>
<td>Security Guard</td>
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<tr>
<td>Lemanski, Richard</td>
<td>Security Guard</td>
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<tr>
<td>Nelson, Cheryl</td>
<td>Crossing Guard</td>
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<tr>
<td>Nelson, Robyn</td>
<td>Bus Driver Trainee</td>
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<tr>
<td>Reed, Leah</td>
<td>Instructional Assistant SPED 1:1</td>
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<tr>
<td>Rende, Deanna</td>
<td>Instructional Assistant</td>
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</tbody>
</table>

SUBSTITUTE TEACHERS

The following Substitute Teachers will be paid by M&O per Board Policy.

Brenda Banderas

CLASSIFIED SUBSTITUTE STAFF

The following Classified Staff Subs will be paid by M&O per Board Policy.

DeLaCruz, Jessy  Neerings, Julie  Youngblood, Sandra
Espinoza, Jessie  Schuldt, Courtney
RESIGNATION

SUBSTITUTE TEACHER

<table>
<thead>
<tr>
<th>NAME</th>
<th>REASON</th>
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<tr>
<td>Kohlhoff, Hans-Peter</td>
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CLASSIFIED STAFF

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<thead>
<tr>
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<td>Arizmendez, Yolanda</td>
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<td>Olson, Kyle</td>
<td>Personal</td>
<td>09/13/2013</td>
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<tr>
<td>Peralta, Alisa</td>
<td>Personal</td>
<td>09/13/2013</td>
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<td>Wright, Joann</td>
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<tr>
<td>Zeman, Carl</td>
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SUPPLEMENTAL COMPENSATION

Staff will be paid per MOU for High School Class Sponsor.

Chavez, Daniel          Pritts, Janelle
McTague, Amy            Ward, Jason

Staff will be paid for After School Coordinator.

Garcia, Christina

Staff will be paid for Avid Tutor.

Tingle, Sean

Staff will be paid for Substitute Teacher Orientation.

Senn, Elizabeth         Stevens, Jobeth

Staff will be paid for Dibels Site Coordinator.

Bach, Tammy             Dahlstrom, Julie     Mundstock, Catherine
Barrera, Maricela       Day, Michelle       Petersen, Brenda
Bernard, Denise         Deokielal, Kara     Steimle, Jami
Blogg, Erica            Garrett, Sienna      Timmons, Jennifer
Bolitho, Jonathan       Johnson, Leigh      Veenstra, Ruscel
Clark, Charleen         Knutson, Susan      Wellbrock, Kristen
Connelly, Kandice       Lafko, Kelly
Cook, Susan             Michaud, Marieka
Staff will be paid per MOU for 6th Section.

Romero, Kaseylyn

Staff will be paid per MOU for High School Activities.

Groves, Zachary    O’Leary, Kristina    Reidy, Jennifer
Margason, Julie    Payan, Jolena

Staff will be paid per MOU for Rachel’s Challenge Facilitator.

Martin, Cristina    Rinkeviczie, Jimmi    Vogensen, Hayley

Staff will be paid per MOU for K-8 Extended Day Activities.

Knutson, Susan

Staff will be paid per MOU for K-8 Activities.

Loyd, Ericka    Roach, Darlene    West, Brian

Staff will be paid per MOU for Teaching and Tutoring.

Akinlosotu, Tuby    Galindo, Teresa    McBride, Marleen
Alejos, Guadalupe    Glen, Shannon    Meyer, Trisha
Allen, Angela    Gonzales, Carlos    Murphy, Sara
Atchley, Jamie    Green, Patricia    Nitschke, Elizabeth
Baker, Kirsten    Guzzetta, Tricia    Noble-Stuart, Latina
Bartram, Sue Ann    Hall, Denise    Ostrus, David
Becko, Ashley    Harrel, Sarah    Payne, Breann
Bischof, Kathleen    Hawkins, Grace    Pearson, Joanna
Boor, Karon    Hintz, Annette    Peterson, Terri
Brekke, Melissa    Hodnett, Kyle    Piniewski, April
Brodkorb, Lana    Hufford, Kosette    Plonski, Stacey
Brown, Christopher    Hulon, Marla    Power, Elysse
Cardon, Enrique    Humber, Jeffery    Raidy, CJ
Carleton, Jennifer    Judd, Jenna    Regalado, Angelina
Carson, Ivory    Kimmel, Kasi    Rizzi, Nicholas
Carter, Terri    King, Ashleigh    Robert, Kari
Chase, Michelle    Klein, Lauren    Romijn, Katrina
Cherrick, Alexis    Korpan, Dennis    Sartor, Roberta
Chura, Joseph    Laming, Heather    Schultz, Michael
Cooney, Natalia    Llamas, Jose    Sterba, Susan
Cox, Kristin    Lukkason, Christina    Whitman, Danielle
Dooley, Jr., Kenneth    Martelli, Michelle    Wilfong, Christine
Folger, Selina    May, Heather    Yang, Xe
Fularczyk, Margaret    Mays, Joshua    Young, Malcolm

Staff will be paid for Additional Hours Classified.

Aldava, Juan    Burris, Kyle    Camacho, Rosa Maria
Bishop-Moehr, Bethany    Camacho, Margarita    Carleton, Sean
Staff will be paid per MOU for Additional Hours Certified.

Kaye-Smith, Valeria Raso, Christopher Tracey, Tammy

Staff will be paid through Special Education for Additional Days.

Zakala, Marina

Staff will be paid per MOU for Game Supervisor.

Bedolla, Xavier Isherwood, Debra Thornell, Kent

Staff will be paid per MOU for K-8 Athletics Fall.

Angott, Jeremy Hewitt, Richard Sanders, Tanya
Bowman, Melissa Jansen, Matthew Schommer, Mark
Braun, Jeff Klein, Lauren Schrader, Susan
Brooks, Janelle Knott, Laura Sehr, Trevor
Clark, Julie Kritenbrink, Chad Sherman, Joshua
Cobb, Nicole Laskin, Matthew Spanos, Michael
Collier, Matthew McCausland, Kevin Stockton, Amanda
Conklin, Amber McClanahan, Marquea Sullivan, Steve
Considine, Kristin Okezie, Michael Swartz, Joshua
Costa, Kevin Parker, Kelly Tamez, Shane
Darney, Jessica Perla, Juan Thursam, Jeffrey
Drysdale, Michelle Pinon, Janelle Underdal, Amy
Hancock, Julie Quinn, Barbara
Hardman, Dani Salamanca, Danielle

Staff will be paid per MOU for Game Worker.

Aldava, Juan Flores, Anna Lataille, Constance
Allard, Laura Gabrych, Shellee Locken, Lynn
Baringer, Bryce Goltz, Paul Margason, Julie
Bender, Stefani Gonzales, Geneva Martin, Brandon
Bishop-Moehr, Bethany Goto, Michael Martinez, Joseph
Bohon, Robert Gray, John McTague, Amy
Brown, Christina Green, Stacy Miller, Brandy
Camacho, Margarita Greene, Jerrie Miller, Bret
Carmichael, Kristi Izaguirre, Juan Miller, Lance
Conter, Jessica James, John Montgomery, Tara
Erwin, Stacey James, Wendy Nankivell, Kim
Ferrel, Kristine Kbler, Nicole Nesbitt, Virginia
Staff will be paid for Girls Athletic Conditioning.

Carleton, Kevin
Jones, Anthony
Molett, III, Charles

Staff will be paid per MOU for High School Varsity Assistant Coach.

Renyer, Jeri

Staff will be paid per MOU for High School Head Varsity Coach.

Clark, Lisa

Staff will be paid for Boys Athletic Conditioning.

Karvis, Raymond
Tipton, Enrico

Staff will be paid per MOU for High School Freshman Coach.

Brown, Julianne
MEET AND CONFER
STANDARDS
Board Adopted September 18, 2013

• Legal

• Affordable

• Alignment to Strategic Plan

• Sustainable

• Viability

• Efficiency

• Necessity (Need vs. Want)

• Equitable

• Judicious
Dysart Unified School District
Property Tax Overview

<table>
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<tr>
<th>Year</th>
<th>Secondary Rate</th>
<th>Primary Rate</th>
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<tr>
<td>FY09-10</td>
<td>5.004</td>
<td>1.725</td>
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<tr>
<td>FY10-11</td>
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<td>FY11-12</td>
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<td>FY12-13</td>
<td>7.387</td>
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<td>FY13-14</td>
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<tr>
<td>Est FY13-14</td>
<td>7.612</td>
<td>4.678</td>
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ESTIMATED TAX ON AVG. HOME**

** Includes estimated adjustment for home rebate paid by the State.
Strategic Plan H28
Implement resources to support the professional development plan necessary for the successful execution of instruction

Framework
• Align professional development plan to identified needs
• Prioritize needs based on correlation with student achievement
• Identify resources needed to implement the professional development plan
• Develop the resource implementation plan to support student achievement through professional development
• Monitor progress
• Evaluate outcomes
### Needs Assessment
- Analyzing achievement data
- Mining program evaluation data
- Mining the teacher evaluation data
- Leveraging formative and summative achievement measures

### Resource Selection
- Research based
- Best practices
- Prior & ongoing district PD program evaluation recommendations
- Evidence-documented success

### Timeline
- Aug - Oct – identify areas of need
- Oct - Dec – prioritize needs
- Dec - Jan – identify targeted resources and align to prioritized needs
- Feb – April - develop implementation plan to include
  - Acquisition and allocation of resources
  - Budget
  - Timeline
  - Communication & training
- April – August – communicate plan and provide training for implementation 2014-15 school year
- August – July – implement plan