DYSART UNIFIED SCHOOL DISTRICT #89

MINUTES: GOVERNING BOARD – STUDY SESSION & REGULAR MEETING

2013-2014 November 6, 2013 Location:

Nathaniel Dysart Education Center

STUDY SESSION

The study session was called to order at 4:00 PM and concluded at 6:00 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

Willow Canyon High School Western Peaks School
Parkview School Canyon Ridge School
Kingswood School Cimarron Springs School

I. REGULAR MEETING - GENERAL FUNCTION

1. Ms. Traci Sawyer-Sinkbeil, Governing Board President, called the regular meeting to order at 6:07 p.m. Governing Board members constituting a quorum were present; Ms. Traci Sawyer-Sinkbeil, Mr. Jerry Eynon, Ms. Jennifer Tanner, Mrs. Bonnie Schroader and Ms. Blossom Tande.

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

3. A motion by Sawyer-Sinkbeil/Tanner was entered to approve the Agenda Form, 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
     - GFOA Certificate of Achievement for Excellence in Financial Reporting
     - Recognition of Laura Szymanoski for achieving certification through the Universal Public Procurement Certification Council
     - The Spotlight Video, Global/International Learning, was shown.
   - Superintendent Update – Dr. Pletnick thanked everyone who supported students through their advocacy for the bond and for those who stepped up and voted for children. She attended the Surprise Employer Forum hosted by the Mayor and City Council, AARP and Communiversity. She had an opportunity to address government, civic, business and educational leaders and shared with them how Dysart is working to insure we are preparing students for the 21st century workforce and to be contributing citizens. She reported the Phoenix Symphony will perform at the VVHS Performing Arts Center on November 8th. In addition to students who will have an opportunity to attend the performance, it will be live streamed for students, staff and community members to view online. She also shared Beth Maloney from Sunset Hills is being honored as one of the finalists for the 2014 Teacher of the Year at the AEF Arizona Teacher of the Year Luncheon on November 14, 2014. In addition, Marilee Timbrooks is a semi-finalist as part of the Rodel Principal Initiative.
   - Governing Board Update
     - Ms. Traci Sawyer-Sinkbeil attended the Bond Forum on October 23rd. She offered
congratulations to Beth Maloney, finalist for AEF Arizona Teacher of the Year and Marilee Timbrooks, semi-finalist in the Rodel Principal Initiative.

- Bonnie Schroader attended the Valley Vista Bond Forum, the Gifted Curriculum Open House, the Technology Fair and the final VVHS football game where seniors were honored. She welcomed the boy scouts to the Board meeting.
- Jennifer Tanner attended the Technology Fair.
- Jerry Eynon welcomed the boy scouts to the Board meeting.
- Blossom Tande attended the Technology Fair as well as the ASBA/Stand for Children Arizona “Supporting the Implementation of New Standards; Your Role as a Leader” forum.

5. Audience with Individuals or Groups - NONE

ACTION/CONSENT

A motion by Eynon/Schroader was entered to approve the consent items as presented. UNANIMOUS

ACTION/CONSENT

1. Recommendation to Accept the Donation of Fire Pumper and Associated Equipment From the City of Surprise and Authorize the Associate Superintendent to Sign the Donation Stipulations
   Approved UNANIMOUS

2. Recommendation to Approve the Dual Enrollment Agreement With Grand Canyon University and Authorize the Associate Superintendent to Sign the Agreement and Any Affiliated Documents
   Approved UNANIMOUS

3. Recommendation to Approve the Addendum to Agreement with Desert Choice Transport to Provide Special Education Transportation Services and Authorize the Superintendent to Sign the Agreement and Any Affiliated Documents
   Approved UNANIMOUS

4. Recommendation for Approval to Issue and Release Requests for Proposal for Food Service Management
   Approved the issue and release of a multi-term request for proposal for Food Service Management for the 2014-2015 fiscal year. UNANIMOUS

5. Recommendation for Approval to Issue and Release Request for Qualifications for Architectural & Engineering Services
   Approved the issue and release of a multi-term request for qualifications for Architectural & Engineering Services for the 2014-2015 fiscal year. UNANIMOUS

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

8. Approval of the Minutes of the October 2, 2013 Regular Governing Board Meeting and Executive Session
   Approved
   UNANIMOUS

9. Recommendation to Approve Overnight and Out-of-State Travel
   Approved as listed.
   UNANIMOUS

10. Ratification of Student Activities Treasurer and Assistant Treasurer
    Ratified under the provisions of A.R.S. §15-1122 and the USFR, the appointment of Mr. Jack Eaton as Student Activities Treasurer and have his signature appear on warrants disbursed from the Maricopa County Treasurer and the appointment of Francie Wolfe-Baumann, Accounting Administrator, and Tracey Ong-Jacobsen, Accountant, as Assistant Student Activities Treasurer.
    UNANIMOUS

11. Extra-Curricular Tax Credit Fund and Student Activities Fund Reports for the Month of September 2013
    Acknowledged receipt
    UNANIMOUS

12. Acceptance of Donations, Gifts and Grants
    Accepted
    UNANIMOUS

13. Approval/Ratification of Expense Vouchers 1014, 1015, 1016, 1017, 1018 and 1019 in the Amount of $6,915,133.58
    Approved/ratified
    UNANIMOUS

    Approved/ratified
    UNANIMOUS

ACTION/DISCUSSION

15. Recommendation to Approve an Additional .25 FTE Crossing Guard Position for the 2013-2014 School Year
    A motion by Sawyer-Sinkbel/Schroader was entered to approve an additional .25 FTE crossing guard position for the 2013-2014 school year.
    UNANIMOUS

16. Recommendation to Approve Changes to the Dysart Employee Benefits Trust Agreement
    A motion by Eynon/Schroader was entered to approve changes to the Employee Benefits Trust Agreement. (As described)
    UNANIMOUS

17. Discussion and Possible Action Regarding Out of State Travel for Governing Board Members to Attend the National School Boards Association (NSBA) 74th Annual Conference in New Orleans, LA, April 4-7, 2014
    After discussion, a motion by Tanner/Eynon was entered to approve out of
18. Discussion and Possible Action to Appoint a Liaison to the City of El Mirage
   After discussion, a motion by Schroader/Tande was entered to appoint Jennifer Tanner in addition to an appointee from the District Cabinet as the liaisons to the City of El Mirage to meet with a City of El Mirage Council appointed liaison for the purpose of discussing opportunities for collaboration. UNANIMOUS

INFORMATION

19. Strategic Plan Update – Allocate Available District Level Resources to Support the Strategic Plan Goals Where They will Have the Greatest Impact on Student Achievement and Instruction; Goal H, Objective 27
   Dr. Pletnick shared Goal H of our current strategic plan was to align resources to the plan. The graphic provided was a summary of what that looks like when we take budget codes associated with the goal areas and graph it. The graphic is not a budget report but rather a way to check alignment in general. In the two year summary, you can see student achievement has taken the lion’s share of funding as it should with most objectives in that area at 77% and 79%. Next is safety at 18% and 16% then district resources at 1% for both years and finally culture and leadership at <1% each. Appendix B

20. Information on the Revised Strategic Plan
   Dr. Pletnick reported we have been updating the Board as we completed each step in the Strategic plan revision process. As part of step five, we have added measures of success and timelines to the goals and objectives previously presented. This plan reflects an alignment to the Vision and Mission which we did not have when we developed previous strategic plans. The Governing Board accepted this information, asked clarifying questions and provided feedback. The next step in the revision process will be to present the plan to stakeholders for feedback and then to the Board for adoption. Appendix C

21. Report on the Bond Election and Next Steps
   Dr. Pletnick shared that unfortunately the results of the November 5th Dysart bond election indicated we had 8,544 votes for the bond and 11,020 against. We lost the election not necessarily on the no votes but because people did not vote. Although we have many strong education supporters in our retirement communities, we know many of our retirees have expressed they no longer have children in school so do not understand the need to support schools. Of the total votes cast 12,797 or 65% came from people 65 or older.

   The bond was for brick and mortar and materials needs like new buildings and building maintenance, new busses and fleet maintenance, technology needs like computers and networks to support 21st century learning and assessment, textbooks and etc., all of which address growth and best practices. So now our students and their families will face of consequences of the failed bond election which include:

   • Boundary changes necessary to redistribute students across district schools
   • Busing changes due to redistribution of students (longer routes and fewer stops)
   • Open enrollment will return to the annual application process with more schools closed to the opportunity
   • Enrollment in District charter schools by lottery
• Classroom resources, textbooks, technology and other necessities cannot be added

In addition to all the changes resulting from the loss of the bond election this year, we face a reduction in override funding over the next couple of years. This means we face diminishing program opportunities like all-day kindergarten, and the District fine arts program (band, art, music, library etc.) as well as funding to maintain class sizes.

REQUESTS FOR FUTURE AGENDA ITEM(S)

A request was entered to add a second Board meeting to the published schedule during January.

ADJOURNMENT

On a motion entered by Sawyer-Sinkbeil/Schroader and by a unanimous vote, the meeting ended at 7:48 p.m.

Signed Date:

November 20, 2013
CONTINUOUS IMPROVEMENT PLAN

Willow Canyon High School

Summary of Data Analysis

School Name: Willow Canyon High School
Observations:

• A-F Accountability:
  – Label decline from B to C in 2013
  – Decline in Total Points, Passing Rates, Growth Points
  – Median Growth for Bottom 25 above the All Students group indicating positive impact of at-risk interventions

• AIMS:
  – Math Passing rates increasing (56% in 2011 to 62% in 2013); Math Exceeds rates relatively low (13%)
  – Reading passing rates are high but essentially unchanged (83%); Exceeds rates very low at 9% - 12%
  – Reading FFB rates are very low. Math FFB rates steady at approximately 27%

• AIMS Content: Instructional Focus Areas
  – Math: S1: Numbers and Operations, S4 Geometry & Measurement
  – Reading: S2: Comprehending Literary Text and S1C6: Comprehension

• Sat 10:
  – 21% current Grade 10 students at-risk for failing AIMS Math in 2014
  – Between 23% & 27% Grade 10 students at-Risk for failing AIMS Reading in 2014
Targeted Areas of Focus

Areas of strength
- Positive impact of instructional interventions for at-risk students
  - Higher reported growth for Bottom 25% compared to the All Students
- Steady improvements in Grade 10 Math passing rates are evident in the data
- Reading Passing rates are very high – in excess of 80%
- Specific content areas in AIMS Reading and Math reveal substantive positive instructional effects

Areas of need
- Increase Math passing rates to levels reported for Reading
- Improve the growth impacts for all students and continue to expand the intervention effects for at-risk students
- Concentrate explicitly on increasing Reading performance at the highest levels (Exceeds) and reducing Math FFB
- Develop strategies explicitly targeted to the identified instructional focus areas in Reading and Math
- Use available data to explicitly target current Grade 10 students at-risk of failing 2014 AIMS Math/Reading

Understanding Needs

- To insure effective instruction using data to drive planning, assessments and frequent monitoring of student progress
- Intensify the educational focus at Willow Canyon High School to increasing academic performance as measured by state achievement scores (AIMS, SAT 10 or Other)
- Expand intervention opportunities for all students by target groups (cohorts, challenging learners, high achievers, bubble kids, Bottom 25 group, etc.)
<table>
<thead>
<tr>
<th>Action</th>
<th>Monitoring progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incorporating research, data based strategies and techniques in lesson planning, instructional delivery and assessment development (PDs and PLCS) Focused PLC Agenda</td>
<td>Weekly PLC Monday Reports Use different data sources, AIMS (7th and 8th Grade) SAT 10, Galileo, Cambridge Evaluations, AP / IB exams, content area grades, etc.</td>
</tr>
<tr>
<td>Redefining Math and Reading content to increase consistency using all forms of data in planning and implementation of curriculum, instruction and targeted interventions. Revise / Implement differentiated interventions for varied target groups (Student study groups, Student Supporting Students, Student Study Lock Ins, Tiered Assignments)</td>
<td>Administrative support, guidance and monitoring Administrative and Dept. Chair meetings designed to monitor the integration of Math and Reading concepts into other disciplines Intervention Schedule / Calendar; Student academic progress measures (Formative – Summative Assessments, Tiered Assignment Reviews)</td>
</tr>
<tr>
<td>Professional Development- Integrate Math and Reading concepts in all disciplines. Incorporate technology, Ed Sloat data disaggregation, IGT lesson modeling and use of Content Area Specialist (Math and Reading). Redefine planning, instructional, assessment and monitoring approaches.</td>
<td>Administrative involvement in math and reading PD calendars. Facilitating math and reading meetings to target effective practices. Monitoring the incorporation of math and reading concepts during PLCS, walk through and classroom observations.</td>
</tr>
</tbody>
</table>
CIP PRESENTATION

Parkview Elementary

Summary of Data Analysis

School Name: Parkview Elementary

Objectives:

- **A-F Accountability:**
  - Label increased from C to B in 2013
  - Total A-F Points, Passing Rates, and all growth measures report increases
  - Median growth for Bottom 25 substantively above the All Students group indicating positive impact of at-risk interventions

- **AIMS:**
  - Math Passing rates increasing in three grades, declined in two grades, and remained unchanged in one grade level – inconsistent
  - Math Exceeds rates differ substantively across grade levels (9% to 28%) as do FFB rates (4% to 37%)
  - Reading passing rates range from 66% to 84% across grade levels, increasing in some grade levels but not others; Reading Exceeds rates are generally low (5% to 13%); FFB rates generally low (1% to 7%)

- **AIMS Content: Instructional Focus Areas**
  - Math: No school-wide areas of instructional focus is apparent – analysis should be completed on a grade-by-grade basis
  - Reading: School-wide, S1: Reading Process is a substantively stronger area of instruction than S2: Comprehending Literary Text or S3: Comprehending Informational Text.

- **DIBELS: (2013)**
  - 63% K-6 students exited at the “Core” level in 2013: This is relatively low - 24%ile among all DUSD schools
  - 28% K-6 students exited at the “Intensive” level: This is relatively high – 60%ile among all DUSD schools

- **Sat 10:**
  - 37% current grade 3 students at-risk of not passing AIMS Math (2014); 31% are at-risk in Reading
## Targeted Areas of Focus

### Areas of strength
- A-F Label increasing over time (C to B)
- School-wide A-F achievement measures are increasing over time
- Data suggest positive impact of interventions targeted to at-risk students (Bottom 25 growth measures)
- Some grade levels showing substantive increases in achievement measures in both Math and Reading (increasing Passing/Exceeds rates and declining FFB rates)

### Areas of need
- Growth measures remain below comparative state-level norms (< 50%ile)
- Substantive variability in achievement measures suggests inconsistent effectiveness of instructional interventions at specific grade levels
- Grade-specific instructional focus areas need to be addressed for both Reading & Math
- Literacy (DIBELS) outcomes for K-6 students require improvement
- At-risk students in grade 3 require targeted interventions to improve opportunity to pass AIMS Reading & Math in 2014

## Understanding Needs

- Consistent instructional effectiveness for students in the bottom 25%, however, inconsistencies still remain in instructional effectiveness with the remaining student population
- Collaborative reflecting and planning at some grade levels
- Filling teacher vacancies with effective teaching candidates
- Inconsistencies within Tier I instructional effectiveness across grade levels
- DIBELS progress monitoring without fidelity
- Insufficient reflection on relationship between student achievement and instructional effectiveness during PLC discussions
## Actions

<table>
<thead>
<tr>
<th>Action</th>
<th>Monitoring progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monitoring all students, tiered interventions and enrichment, illustrative math PD, close reading PD, strategic afterschool IXL math tutoring, application of DOK framework justification and/or explanation based student discussions, common core teaching &amp; learning PD, evidence based writing</td>
<td>Weekly classroom observations with constructive feedback and coaching, weekly checks on at risk, average, and top performing students, weekly informal progress monitoring of student achievement</td>
</tr>
<tr>
<td>PLC focus on Tier I instructional effectiveness in response to learning gaps</td>
<td>Weekly data reflection discussions focusing on teacher effectiveness and sharing strategies that lead to greater levels of student success</td>
</tr>
<tr>
<td>Reading Coach/IGT support w/DIBELS and close reading data chats</td>
<td>Regular monitoring of teacher adherence to submitting progress monitoring data in accordance with the established schedule combined with implementation of effective reading strategies PD</td>
</tr>
</tbody>
</table>
CIP

Kingswood Elementary

Summary of Data Analysis

School Name: Kingswood Elementary School

Observations:
• A-F Accountability:
  – A-F Label increased from C to B
  – Total A-F points, school-wide passing rates, and growth measures increase substantively between 2012 & 2013
  – Growth measures exceed the state-wide norm level (50); However, growth for Bottom 25% approximately equal to All Students, suggesting lack of a differential effect of at-risk instructional interventions
• AIMS:
  – Math: Substantive increases reported in most grade levels
  – Reading: Inconsistent trends in passing and exceeds rates across grades; Reading exceeds rates low compared to reported passing levels;
  – Math FFB rates range between 5% & 22% while Reading FFB rates are uniformly low (<6%)
• AIMS Content:
  – Math: S1: Number & Operations and S5: Structure & Logic are comparatively weaker instructional areas.
  – Reading: Instructional focus areas vary by grade level
• DIBELS Literacy Measures:
  – 73% of KG-6 students exited SY2012-13 at “Core” – 57%ile of DUSD schools; The numbers of persistently “Intensive” students is very low
• SAT 10:
  – 22% of current 2013-14 3rd graders are at risk of not passing AIMS Math in 2014. The similar figure for Reading is 33%.
**Targeted Areas of Focus**

**Areas of strength**
- A-F achievement indicators have increased substantively from previous years. This includes performance levels and growth measures in Reading and Math.
- Some grades have reported large increases in performance between 2012 & 2013.
- Numerous grades report substantive proportions of students in Math Exceeds (above 30%).
- Reading FFB rates are between 0% - 2% in grades 3 – 7.
- DIBELS literacy measures indicate very few students remain at-risk throughout the year.

**Areas of need**
- Growth measures for Bottom 25% should reflect differential impact. Review of instructional interventions for this group is suggested.
- AIMS performance increases is not uniform across all grades. Efficacy of strategies/interventions should be reviewed.
- While reading passing rates are comparatively high, exceeds rates are comparatively low. Inconsistent trends in reading Exceeds suggest differential instructional effects.
- In Math, Strand 1 & 5 should be areas of critical reflection.
- Strategies for assisting at-risk students (SAT 10) in grade 3 should be articulated.

---

**Understanding Needs**

- RTI-monitoring student progress/interventions Individual plans for bottom 25%.
- PLC-school wide focus/Common vision and language to take ownership of data, action planning and collaboration.
- Extended Day-Intervention/Enrichment and parent involvement opportunities.
- Professional Development-teacher efficacy/building leadership capacity.
<table>
<thead>
<tr>
<th>Action</th>
<th>Monitoring progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>School wide PLC focus</td>
<td>RTI Framework</td>
</tr>
<tr>
<td>Tier 1: Whole Group and Small Group Instruction</td>
<td>Small group lesson plans/walk through observations/ team planning/grade book Common assessments/Math Pilot</td>
</tr>
<tr>
<td>Tier 2: Focus on Individual Student Monitoring and Intervention for Every student</td>
<td>Individual Learning Plans for intensive-bottom 25%/Walk to Read/Knewton Math</td>
</tr>
<tr>
<td>Tier 3: Comprehensive Coordinated Services for Students</td>
<td>Math and Reading Interventionist/ Resource services-R180 and S44/Gifted-Instructional support/Special Area Teachers/21st Century Extended Day Opportunities</td>
</tr>
<tr>
<td>Building Leadership Capacity</td>
<td>Professional Development Teachers as Leaders: Book Studies</td>
</tr>
</tbody>
</table>
CONTINUOUS IMPROVEMENT PLAN

WESTERN PEAKS ELEMENTARY SCHOOL

Summary of Data Analysis

School Name: Western Peaks Elementary
Observations:

- **A-F Accountability:**
  - Label has remained at B for past three years; Total points have increased, but School wide passing rates have remained unchanged for past three years; Median growth measures have also steadily increased; Median growth points for Bottom 25 is higher than for all students

- **AIMS:**
  - 2013 math passing rates range between 59% - 82%; Trends in Math achievement are inconsistent and vary across grades; Trends in Reading passing rates are also inconsistent: increasing in one grade level, unchanged in two grades, and declining in three.
  - Math Exceeds rates range from 13% to 37%; Reading Exceeds is comparatively low (5% - 16%)

- **AIMS Content:**
  - S5: Structure & Logic (Math) and S2: Comprehending Literary Text (Reading) are two areas in need of school-wide instructional focus.

- **DIBELS Literacy Measures:**
  - 80% of all KG-6 students ended 2013 at the “Core” level; Only 10% ended the year at “Intensive”

- **SAT 10:**
  - Information for 2013 suggest that 24% of current year grade 3 students are at-risk of not passing 2014 AIMS Math and 26% are similarly at-risk in AIMS Reading
Targeted Areas of Focus

<table>
<thead>
<tr>
<th>Areas of strength</th>
<th>Areas of need</th>
</tr>
</thead>
<tbody>
<tr>
<td>• B label for three years; increase in total A-F points and increases in median growth measures</td>
<td>• A-F School-wide passing rates remain unchanged</td>
</tr>
<tr>
<td>• Differential growth in Bottom 25 group suggests positive impact of targeted at-risk interventions</td>
<td>• Inconsistency in achievement trends across grades and subjects suggest a need to examine both school-wide and grade-specific instructional interventions</td>
</tr>
<tr>
<td>• Selected grades report substantive improvements in Math/Reading achievement</td>
<td>• Low Exceeds rates in Reading require examination of targeted instructional strategies</td>
</tr>
<tr>
<td>• Reading FFB rates are very low (&lt; 6%)</td>
<td>• Specific instructional focus should be placed on S5: Structure &amp; Logic (Math) and S2: Comprehending Literary Text (Reading)</td>
</tr>
<tr>
<td>• DIBELS measures suggest strong positive impact in literacy interventions</td>
<td></td>
</tr>
</tbody>
</table>

Understanding Needs

- Inconsistent PLC use of data to drive individualized instruction in math and reading
- Inconsistent differentiation/grouping for all levels (challenging benchmark and above students and continued support for bottom 25%)
- Lack of advancement of all “bubble” students
- Lack of improvement of ELL students AZELLA scores
<table>
<thead>
<tr>
<th>Action</th>
<th>Monitoring progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier 1-Differentiated small groups, fidelity to HMH, support for Exceeds and almost Exceeds from Gifted Specialist</td>
<td>Administrator observations, lesson plans, HMH results, Dibels progress and results, benchmark progress and results</td>
</tr>
<tr>
<td>Tier 2-Fluid Falcon Groups, Soft Start, RTI process, Sped Staff working with all students, after school tutoring</td>
<td>Common formative assessments, benchmarks, SAT 10, AIMS, HMH assessments, administrator observations, results of RTI interventions, data days</td>
</tr>
<tr>
<td>Tier 3-System 44, R180, Reading Interventionist support using DIBELS results, Special Ed Intervention</td>
<td>Monitoring of IEP goals, DIBELS progress monitoring results, SRI results</td>
</tr>
<tr>
<td>Research-based Interventions supported by IGT, Reading Coach, Gifted Specialist and Administration</td>
<td>DIBELS progress monitoring, HMH screeners, reading interventionist log, data days</td>
</tr>
<tr>
<td>Professional Development-Big PLC, creating multiple assessments, exemplars, Close Reading, Power Writing, Ed Sloat Data Disaggregation, IGT lesson modeling, teachers at Solutions Tree conference, Content Area Specialists</td>
<td>Administrative involvement in setting PD calendar, facilitating and attending PD, administrator observations of PD strategies in teaching and PLC meetings</td>
</tr>
</tbody>
</table>
Summary of Data Analysis

School Name: Canyon Ridge School

Observations:

• A-F Accountability:
  – A school for past three years
  – Total A-F points steadily increased over time; school-wide passing rates remain unchanged; growth measures increased to highest levels in 2013; All growth measures exceed the state-level norm; Growth in the Bottom 25 exceeds that of the All Students group

• AIMS:
  – 2013 Math passing rates are high (>80%); Trend pattern in math passing rates varies across grade levels (inconsistent). Math Exceeds rates range from 36% to 53%
  – Reading passing rates are very high; Trend patterns inconsistent across grades; Reading exceeds rates are low compared to the very high passing rates

• AIMS Content:
  – Math: School-wide, the S5: Structure & Logic and S1: Number & Operations strands are comparatively weaker instructional areas
  – Reading: No systemic instructional focus area is apparent. Analysis should be conducted at the individual grade level

• DIBELS Literacy Measures:
  – In 2013, 82% of KG-6 students exited their grade levels at the “Core” level, indicating strong literacy performance. The number of persistently at-risk students is very low
Targeted Areas of Focus

Areas of strength
• Consistently rated an A school
• A-F achievement and growth measures show continuing improvement over time
• Growth measures substantively above state-wide norm (50)
• Growth for Bottom 25 students shows positive intervention effects
• Literacy measures (AIMS Reading, DIBELS) report comparatively high performance levels

Areas of need
• Math Passing and Exceeds rates declined in selected grade levels. This suggest a need for targeted instructional reflection in these specific grades
• Comparatively low Reading Exceeds rates indicate that this needs to be an area of school-wide instructional focus
• Data suggest the need for Instructional focus in Math Strand 1 & 5
• Targeted instructional focus should be conducted in reading on a grade-specific basis

Understanding Needs
• There is a need to focus on moving students to Exceeds, not Meets and Exceeds.

• There is a need to systematically address two math strands.

• There is a need to continue to refine instruction in specified skills at specific grade levels, in reading, as this specific strand focus has not occurred.
## Actions

<table>
<thead>
<tr>
<th>Action</th>
<th>Monitoring progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monitoring of data at each benchmark, targeted intervention.</td>
<td>Using summative assessment data as formative and creating student specific intervention.</td>
</tr>
<tr>
<td>Implementation of more Close Reading; H&amp;M (K-3); Jacob’s Ladder.</td>
<td>Formative assessments; Weekly skills tests; JL assessments.</td>
</tr>
<tr>
<td>Specific professional development on Math Strands 1 and 5.</td>
<td>Teacher efficacy scale for these strands pre/post. Formative assessment data specific to these strands.</td>
</tr>
<tr>
<td>Increased incorporation of writing in low reading strands.</td>
<td>Teacher tracking of student writing pieces related to the area of weakness &amp; formative assessments of these strands.</td>
</tr>
</tbody>
</table>
Continuous Improvement Plan

Cimarron Springs Elementary School
2013-2014

Summary of Data Analysis

School Name: Cimarron Springs Elementary

Observations:

- **A-F Accountability:**
  - Remained at B for past three years
  - Total A-F points has increased; School-wide passing rates remained relatively unchanged; The Median Growth measures for All Students declined while the Median growth for the Bottom 25 group increased;
  - Growth measures are below the state-wide norm of 50.
- **AIMS:**
  - Math: Math passing rates are substantively higher in grades 3 – 5 (73%-83%) than for grade 6-8 (65%-69%);
  - Trend data is also inconsistent across grade levels over time for both passing rates and Exceeds rates; Math FFB rates range between 4% - 22%
  - Reading: Reading rates range from 79% - 91%; Trend data is also inconsistent across grade levels; Reading Exceeds rates report large variation across grades: 8% to 21%; Reading Exceeds rates tend to decline from grades 3–8; Read FFB is very low
- **AIMS Content:**
  - Math: School-wide, S1: Number & Operations; and S5: Structure & Logic are identified as comparatively weaker instructional areas
  - Reading: No school-wide instructional focus area is identified in the data. Analysis should be completed on a grade-by-grade basis
- **DIBELS Literacy Measures:**
  - 77% of KG-6 students exited 2013 at the “Core” level Of literacy (i.e. On grade level)
- **SAT 10:**
  - Approximately 17% of current (2014) grade 3 students are at risk of not passing AIMS Math in spring 2014. The similar figure for AIMS Reading is 21%
Targeted Areas of Focus

Areas of strength

• Maintained B Rating
• Total A-F points increasing over time
• Growth in Bottom 25 group suggests positive impact of at-risk interventions and targeted assistance
• Selected grades report substantial increases in achievement both for Math & Reading
• Reading passing rates in excess of 80%; Reading FFB rates uniformly very low
• Over three quarters of all KG-6 students attain “Core” literacy levels.

Areas of need

• Achievement points are obtained from Bottom 25 growth, not from substantive increases in school-wide passing rates
• Growth measures for All Students group declining – focus required on overall instructional efficacy (increasing passing rates consistently across all grades)
• Inconsistent trends across grades suggest need for targeted instructional reflection and adjustments
• Interventions need to be targeted to identified (SAT 10) at-risk grade 3 students

Understanding Needs

• Total A-F points increasing over time and the bottom 25 group growth suggest that there was a positive impact of at-risk student targeted interventions. Strong grade level teacher teams are in place and have the ability to focus on given areas.
• Data indicates a strong reading program in place resulting in passing rates in excess of 80% and very low FFB rates. This is also indicated by K-6 students attaining “Core” literacy levels.
• Overall lack of consistency in growth measures for all students indicates a status quo approach to students who are at the meets/exceeds levels. Achievement points are obtained from Bottom 25 growth, not from substantive increases in school-wide passing rates. Therefore the largest area of need results in common PLC practices, classroom observations, lesson planning, extensions, data training and general best practices for leading a school.
• Intervention strategies in place at all grade levels to assist not only the bottom 25 percent but all students to ensure all students achieve one year’s growth.
• Data in both reading and math is very inconsistent across subjects and grade levels which can be attributed to inconsistency in leadership, observation data, PLC trends, interventions and individual student data analysis.
<table>
<thead>
<tr>
<th>Action</th>
<th>Monitoring progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Culture, Character Counts, Rachel’s Challenge in place.</td>
<td>Quarterly awards ceremonies, Rachel’s events and teacher trainings.</td>
</tr>
<tr>
<td>PLC structured through Edmodo including setting grade level goals ...</td>
<td>Weekly – team planning time, progress monitoring, lesson planning, classroom visits, ...</td>
</tr>
<tr>
<td>Response to Intervention – systematic approach to the process for ...</td>
<td>Training for teachers, whole group revisited monthly. A tiered intervention approach ...</td>
</tr>
<tr>
<td>Common approaches to whole group instruction, individual data, ...</td>
<td>On-going data training and review. Two whole group, two individual grade level trainings ...</td>
</tr>
<tr>
<td>GOAL AREA</td>
<td>ACADEMICS</td>
</tr>
<tr>
<td>-------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>GOAL A</td>
<td>All Dysart students will graduate ready for college, career, and life in a globally competitive economy by mastering New Century Learner skills as defined by the Dysart’s Profile of a Graduate.</td>
</tr>
</tbody>
</table>
| Measures of Success | All Dysart schools will demonstrate academic improvement as measured by state goals:  
  - Increase the percentage of third graders meeting state standards in reading to 94% by 2020.  
  - Increase the percentage of eighth graders meeting state standards in reading and math to 85% by 2020.  
  - Raise the high school graduation rate to at least 93% in 2020.  

All Dysart students demonstrate the competencies needed for full-time career and technical programs, military and/or college or university entrance as measured by credentialing exams. |

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Timeline</th>
<th>Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Design and implement curriculum and assessments aligned to College and Career Readiness standards and the Profile of a Graduate attributes.</td>
<td>2014-17 SY With annual targets</td>
<td></td>
</tr>
<tr>
<td>2. Design, select and implement instructional resources and teacher training that support educators in preparing all Dysart students to demonstrate College and Career Readiness standards and attributes.</td>
<td>2014-17 SY With annual targets</td>
<td></td>
</tr>
<tr>
<td>GOAL AREA</td>
<td>Culture and Leadership</td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td>------------------------</td>
<td></td>
</tr>
</tbody>
</table>

**GOAL B**
Implement the “We are Dysart” culture defined by common beliefs, high expectations, collaboration and shared leadership resulting in improved student success as defined by the strategic plan academic goals.

**Measures of Success**
The results of surveys and focus groups will indicate common beliefs, high expectations, collaboration and shared leadership.

Artifacts that reflect a culture defined by common beliefs, high expectations, collaboration and shared leadership will include:
- site and department annual goals that are developed through a shared leadership process and publically shared with all stakeholders
- leadership pathways for employees to recognize contributions and leadership initiative
- opportunities for celebrating accomplishments and achievements
- effective communication plan

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Timeline</th>
<th>Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop and implement a customer service philosophy with continuous learning components that focus on building shared ownership and support for the work of the district.</td>
<td>2014-16 school year</td>
<td></td>
</tr>
<tr>
<td>2. Create opportunities and set expectations for stakeholder groups to work collaboratively to promote continuous learning and shared leadership.</td>
<td>2014-17 school year</td>
<td></td>
</tr>
<tr>
<td>3. Plan opportunities to recognize and share achievement of established common goals and expectations.</td>
<td>2014-17 school year</td>
<td></td>
</tr>
<tr>
<td>4. Create a communication plan that focuses on the timely, accurate and relevant exchange of information.</td>
<td>2015-17 school year</td>
<td></td>
</tr>
<tr>
<td>GOAL AREA</td>
<td>SAFETY</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>GOAL C</td>
<td>Through consistent processes students and staff will be safe and secure.</td>
<td></td>
</tr>
<tr>
<td>Measures of Success</td>
<td>Safety and security throughout the district will be measured by:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Evaluation of table top scenario exercises</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Survey results</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Insurance, police and fire audits</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Random site inspection</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Continuous review and evaluation of safety/security incidences</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Timeline</th>
<th>Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Implement a safety communication plan to assure parents and community members of safety protocols</td>
<td>2016-2017 school year</td>
<td></td>
</tr>
<tr>
<td>2. Evaluate safety procedures to meet all stakeholder needs including the safety of students before and after school</td>
<td>2014-2016 school year</td>
<td></td>
</tr>
<tr>
<td>GOAL AREA</td>
<td>RESOURCES</td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>----------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>GOAL D</td>
<td>Provide resources to support the Strategic Plan.</td>
<td></td>
</tr>
<tr>
<td>Measures of</td>
<td>Budgeted expenditures are allocated to support the strategic</td>
<td></td>
</tr>
<tr>
<td>Success</td>
<td>plan as measured by:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Budget Reports</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Program evaluation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Board financial reports</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Timeline</th>
<th>Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Using input from district stakeholders identify, prioritize, allocate</td>
<td>2014-2017</td>
<td></td>
</tr>
<tr>
<td>and monitor budget resources to support the strategic plan.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>