DYSArt UNIFIED SChOOL DISTRICT #89

MINUTES: GOVERNING BOARD – STUDY SESSION & REGULAR MEETING

2013-2014 March 5, 2014 Location:

Nathaniel Dysart Education Center

STUDY SESSION

The study session was called to order at 4:00 PM and concluded at 5:50 PM. A quorum of Board members was present; namely, Traci Sawyer-Sinkbeil, Jennifer Tanner, Blossom Tande and Bonnie Schroader. Jerry Eyon was absent. Information regarding the listed schools’ continuous improvement plans was 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 site needs, as well as actions needed for improvement. Appendix A

Dysart High School Dysart School
El Mirage School Luke School
Riverview School Marley Park School

I. REGULAR MEETING - GENERAL FUNCTION

1. Ms. Traci Sawyer-Sinkbeil, Governing Board President, called the regular meeting to order at 6:04 p.m. Governing Board members constituting a quorum were present; Traci Sawyer-Sinkbeil, Jennifer Tanner, Bonnie Schroader and Blossom Tande. Jerry Eyon was absent.

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

3. A motion by Sawyer-Sinkbeil/Schroader 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
     • The Spotlight Video, Learning Through the Arts, was shown.
     • Nyah Fyfe, Ashton Ranch student, and Isaiah Page, Sunset Hills student, were recognized as 2 out of 53 students achieving perfect scores on the 2013-2014 EXPLORE assessment out of a total of 40,623 students who took the test.
     • Ab Jackson of the Surprise Regional Chamber of Commerce presented the Chamber’s El Mirage Citizen of the Year Award to Art Mendivil, long-time El Mirage resident and teacher at Dysart Elementary.
     • Dr. Gail Pletnick was recognized as one of Education Week’s 2014 Leaders to Learn From. The 16 leaders were chosen from over 900 nominees. The nominees were submitted by readers, education reporters, school administrator groups and experts in specific areas of education. Dr. Pletnick is featured in the March 5, 2014 edition of Education Week, Special Report, Leaders to Learn From 2014.
     • Dysart was honored as 1 of the top 100 healthiest employers in the valley by the Phoenix Business Journal for employing the most innovative strategies for keeping employees healthy.
   • Superintendent Update – This week the Dysart Hero Patrol began making its rounds. The teachers, support staff, administrators and volunteers we are saluting are all so worthy and humble. We held kindergarten roundup/registration last week and are ahead in most schools on the number
of students registered for next year. We have 700 students registered as of now which does not include many of the preschoolers attending our Title schools since they do not need to attend this special night to register. High schools finished a round of AIMS and we are preparing for the 3-8 testing coming up next month. Spring Break is next week; we wish all our students, families and staff a safe and enjoyable break.

- Governing Board members congratulated Nyah Fyfe, Isaiah Page, Art Mendivil and Dr. Pletnick for their achievements. They wished staff a safe and enjoyable break.
- Ms. Traci Sawyer-Sinkbeil attended the February 20th Rachel’s Challenge event, the Shadow Ridge AIA Basketball Quarter Finals in Flagstaff, the City of Surprise Mayor’s State of the City address, the February 27th public forum on Addressing the Achievement Gap in Arizona Education. In addition, Ms. Sawyer-Sinkbeil participated as part of the Heroes Patrol and read to Countryside students as part of their Read Across America celebration.
- Bonnie Schroader attended the City of Surprise council meeting where Beth Maloney was recognized as the Arizona Teacher of the Year. In addition, she congratulated the Dysart heroes.
- Jennifer Tanner attended the February 20th Rachel’s Challenge event, the City of Surprise council meeting where Beth Maloney was recognized as the Arizona Teacher of the Year, the Rancho Gabriela Holocaust Survivor event and read to Countryside students as part of their Read Across America celebration.
- Blossom Tande attended the February 20th Rachel’s Challenge event, the STEM Educator Day at the Challenger Space Center, the DECA State Competition, participated as part of the Heroes Patrol and read to Countryside students as part of their Read Across America celebration.

5. Audience with Individuals or Groups
Ms. Ida Alexander provided the Governing Board with a written letter regarding her concerns. Ms. Elizabeth Collum addressed the Governing Board with concerns regarding her special needs child.

**ACTION/CONSENT**

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

**ACTION/CONSENT**

1. Recommendation to Approve Personnel Action Items for the Period of February 19, 2014 Through March 5, 2014
   Approved **UNANIMOUS**

2. Recommendation to Approve the Employee 190, 195, 197, 211, 219, 229, 248, 254 and 257 Day Work Calendars for the 2014-2015 School Year
   Approved **UNANIMOUS**

3. Approval of the Minutes of the February 19, 2014 Governing Board Meeting and the February 20, 2014 Rachel’s Challenge Event
   Approved **UNANIMOUS**
4. Hearing Officer’s Recommendation(s) for Long Term Suspension
   Accepted the Hearing Officer’s recommendation to long term suspend
   student(s) in the matter of Student Discipline Hearing(s) HOR1314-015 and
   HOR1314-017. UNANIMOUS
5. Recommendation to Approve Overnight and Out-of-State Travel
   Approved UNANIMOUS
6. Approval/Ratification of Expense Vouchers 1037 and 1038 in the Amount of
   $1,154,922.76
   Approved/Ratified UNANIMOUS
7. Approval/Ratification of Payroll Vouchers 7571 and 40 in the Amount of
   $5,011,022.06
   Approved/Ratified UNANIMOUS

**ACTION/DISCUSSION**

8. Recommendation to Approve the Appointment of Director Federal Projects /
   Community Outreach
   A motion by Sawyer-Sinkbeil/Schroader was entered to approve the
   appointment of Kathy Hill as Director of Federal Projects and Community
   Outreach. UNANIMOUS
9. Recommendation to Approve the Appointment of K-8 Principal
   A motion by Schroader/Tanner was entered to approve the appointment of
   Amalia “Molly” Garcia as Elementary School Principal. Ms. Garcia will be
   assigned to Luke School. UNANIMOUS
10. Recommendation to Approve the Appointment of K-8 Principal
    A motion by Tanner/Schroader was entered to approve the appointment of
    Stacie Brown as Elementary School Principal. Ms. Brown will be assigned to
    Western Peaks School. UNANIMOUS
11. Recommendation for Implementation of Governing Board Policy Section
    10.12 – Open Enrollment for the 2014-2015 School Year
    After discussion, a motion by Schroader/Tande was entered to authorize the
    Superintendent to implement the Open Enrollment Policy as presented for the
    2014-2015 school year. Appendix B UNANIMOUS
12. Recommendation to Approve Revision of Governing Board Policies Sections
    10.45 and 10.54 – Second Reading
    After discussion, a motion by Tande/Schroader was entered to approve
    revision of Governing Board policies as presented. UNANIMOUS

**INFORMATION**

13. Volunteer Review Committee Findings
    On January 23 and February 6, a group of community volunteers and staff provided feedback on
    how we can better support our school volunteers. Dr. Pletnick presented the committee’s findings.
    Appendix C
14. Information on Project Graduation for Title Schools
Dr. Miller shared the goal of project graduation is to involve 7th and 8th grade students, parents and the Response to Intervention (RTI) team to support the student through graduation. 7th grade students who FFB on two or more reading or math benchmarks will be required to attend summer school. The curriculum will be customized for each student to meet the learning deficits of the child. Students will need to show mastery of deficit concepts in order to PASS to 8th grade. Students who do not attend summer school or do not pass the summer customized exam will be provisional 8th graders. The provisional 8th graders will be provided intervention via the Response to Intervention Team. As soon as they show mastery of the deficit concepts they become regular 8th graders. Those 8th graders who FFB on two or more reading or math benchmarks will become provisional 9th graders. Students who do not PASS or take advantage of summer school for two consecutive years (7th and 8th grade) will NOT be promoted to high school. Students who FFB and are provisional 9th graders will NOT walk in promotion ceremonies effective Spring 2015. Appendix D

15. Information on the 21st Century Support Collaborative
The information provided outlined the need and plan to develop district leaders who are skilled facilitators who can model and promote the 8 characteristics of the career and college ready graduate: global citizen, self-directed, collaborator, civil, creative thinker, communicator, technology literate, and creative. The 21st Century Collaborative Network: integrates the skills of a Dysart career and college ready grad, provides the needed support for staff, builds capacity through empowering staff with meaningful professional development, provides training to support the transformation of education through technology, creates a community of 21st century learners and leaders and provides expanded opportunity and options for 21st century learning. The administrative team shared the individual components of “Your CaLL” Growing a Community as Leaders and Learners. Appendix E

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 8:18 p.m.

Signed

Date:

March 19, 2014
## SUMMARY OF DATA ANALYSIS

**School Name:** Dysart High School  
**Observations:**

- **AF Accountability:**
  - DHS received a ‘C’ label for the past three years. Total AF accountability points remained unchanged in 2013. While school-wide passing rates increased, growth measures for both accountability groups (All & Bottom 25%) declined. 
  - Growth for Bottom 25% was slightly below that of All Students. Both growth measures are two to four points below the state median of 50th percentile.

- **AIMS (Performance Levels):**
  - In 2013, grade 10 Math passing rates increased from 48% to 52%. Reading passing rates increased from 73% to 80%. Both Math and Reading Exceeds rates are very low (11% Math, 4% Read). Reading FFB rates are extremely low (2%) compared to Math (32%).

- **AIMS Content (Areas in Need of Instructional Focus):**
  - Math: S1C123: Number/Numerical/Est., S2C2: Probability, S4C3: Geometry, and S4C4: Measurement are identified as the most problematic instructional content areas.
  - Read: S1C6: Comprehension and S2C1: Elements of Literature are identified as relatively weaker instructional areas.

- **Sat 10 (Grade 10 At-Risk Indicators):**
  - 37% of current grade 10 students may benefit from additional targeted interventions in Math. 48% may benefit from additional Reading interventions.
### TARGETED AREAS OF FOCUS

**Areas of strength**

- AF System: Increasing school-wide passing rates
- AIMS: Substantive improvements in Math passing rates
- AIMS: Substantive improvements in Reading passing rates
- Reading FFB rates remain extremely low

**Areas of need**

- Need to reverse downward trend in growth measures
- Growth for Bottom 25% should reflect greater efficacy of interventions targeted to At-Risk students
- Exceeds rates in both Reading and Math need to show substantive increases
- Math FFB rates need to be reduced
- Examine instructional practices for identified weak content areas in Math & Reading
- Implement additional reading/Math interventions for identified grade 10 students

### UNDERSTANDING NEEDS

- Although our AIMS scores have increased our growth scores decreased– our students are coming to us with stronger foundational skills. We need to challenge them in their learning.
- Cambridge Curriculum for all 9th and 10th grade students has transformed instruction and learning.
  - The two year integrated math allows students to see the application of algebra in geometry.
- Focus on 11th and 12th grade AIMS re-take students to improve our overall pass rates.
<table>
<thead>
<tr>
<th>Action</th>
<th>Monitoring progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Services provided by Academic Intervention Specialists</td>
<td>Provide additional support to students in the bottom 25% and struggling students. Use of assessments and reflection on their progress. Lessons designed based on student results.</td>
</tr>
<tr>
<td>Intervention period– Tuesday/Thursday</td>
<td>Teachers create sessions based on students’ struggles from the week based on PLC discussions.</td>
</tr>
<tr>
<td>Struggling student discussion days</td>
<td>Teachers discuss and create plans for assisting students who are struggling in multiple classes.</td>
</tr>
<tr>
<td>Differentiated PLC based professional development – choice options</td>
<td>Lesson plans, walk-through data, &amp; observations</td>
</tr>
<tr>
<td>Continued practices from previous years with greater fidelity</td>
<td>Data</td>
</tr>
<tr>
<td>PLCs with common planning periods</td>
<td>Discussion with leadership</td>
</tr>
<tr>
<td>AIMS targeted tutoring</td>
<td>Walk-throughs/observations</td>
</tr>
<tr>
<td>Standards-based classes for students who haven’t passed AIMS</td>
<td>Professional Development</td>
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<tr>
<td>AVID WICOR strategies</td>
<td></td>
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<tr>
<td>PBIS grant</td>
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</tbody>
</table>
Summary of Data Analysis

School Name: El Mirage Elementary School

Observations:

- **AF Accountability:**
  - Dropped from a 'C' to 'D' rating in 2013 (3 points below 'C' threshold); Total A-F points, school-wide passing rates, and growth measures declined; Growth measures (39th percentile) are substantively below the state median (50th percentile); No difference in the growth measure between the All and Bottom 25% student groups.

- **AIMS (Performance Levels):**
  - **Math:** Substantive declines in passing rates in grades 3, 4, & 7; slight decline in G5; and substantive increases in G6 & G8. G8 has shown a steady increase in Math passing from 2011 to 2013. Math Exceeds rates declined in G3, 4, 5, & 7 but increased in G6 & G8. Large increases in Math FFB rates in grades 3, 4, & 7 but substantive declines in G6 & 8.
  - **Reading:** Substantive declines in G3 (63% to 47%) and G4 (68% to 45%). Declines also occurred in G7. G8 Reading increased (57% to 63%). Reading Exceeds rates very low (less than 9%). Reading FFB rates generally low (4% to 13%).

- **AIMS Content (Areas in Need of Instructional Focus):**
  - There does not appear to be a systemic school-wide area of instructional weakness. Analysis should focus on individual grade levels and subject areas. Indeed, very low achievement measures are evident in specific concept/strand topic areas within certain grade levels.

- **DIBELS Literacy Measures:**
  - In 2013, 53 percent of students enrolled in KG – G6 ended the year at "Core". Within the district, this places the school at the 14th percentile of on-grade performance. In 2013, 30 percent of students in KG-6 ended the year at "Intensive". This places the school at the 87th percentile on this measure.
  - The distribution of end-of-year "Core" students varies substantively by grade level. Lowest = Grade 2 at 34%, and the highest = Grade KG with 75%. The number of persistently at-risk students in grade 1 to 6 range from 11 (grade 1) to 36 (grade 2).

- **Sat 10 (Grade 3 At-Risk Indicators):**
  - Approximately 63% of currently enrolled grade 3 students may benefit from additional targeted interventions in Reading and Math.
Targeted Areas of Focus

Areas of strength

• Steadily improving passing rates are evident in selected grade levels in both Math and Reading
• Math Exceeds rates increased in selected grade levels
• Reading FFB rates are generally low and very low in selected grade levels
• Selected instructional content topics (strands/concepts) report comparatively strong levels of student mastery
• KG and G1 report comparatively high literacy outcomes

Areas of need

• Need to improve overall AIMS passing and growth outcomes for accountability system
• Need improved efficacy of targeted interventions for at-risk students
• Need to reverse large declines in passing rates for selected grade levels
• Need for PLC teams to address specific instructionally weak content areas
• Need to improve literacy outcomes for identified at-risk students

Understanding Needs

• Intermittent school-wide PLC effectiveness
  • Inconsistent use of common formative assessments
  • Limited knowledge and use of data to guide instruction
  • Inconsistent implementation of Tier II and Tier III interventions
• Inadequate professional development - not aligned with specific needs
• Ineffective RTI (Response to Intervention) process
• Absence of shared Vision
## Actions

<table>
<thead>
<tr>
<th>Action</th>
<th>Monitoring progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monitoring of data for each benchmark and setting SMART goals at each grade level PLC</td>
<td>Data specialist, bi-weekly grade-level meetings with leadership, focus on individual student needs, professional development to strengthen instructional strategies, RTI, data days</td>
</tr>
<tr>
<td>Program implementation of the HMH curriculum with fidelity (K-3)</td>
<td>Reading coach and IGT co-plan, co-teach, model and provide specific and immediate feedback</td>
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<tr>
<td>School-wide PLC focus with strong collaboration: Tier 1 (whole group instruction and small group Differentiation), Tier 2 (focus on individual student monitoring and intervention for every student), Tier 3 (comprehensive coordinated services for students)</td>
<td>Coordinated team lesson planning, common formative assessments, Tier 2 and small group intervention plans with focus on individual learning needs, individual academic plans for intensive students, math/reading interventionists, extended day tutoring, GOLD (preschool), Walk To Read, classroom observations, assessment results</td>
</tr>
<tr>
<td>Building leadership capacity</td>
<td>Professional Development Teachers as leaders, book study implementations, leading academic committees</td>
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<tr>
<td>Targeted interventions that promote growth for all students</td>
<td>PLC documentation, curriculum mapping, data analysis, intervention planning, AIMS Prep Academy, extended day tutoring, soft start</td>
</tr>
<tr>
<td>Intervention for DIBELS intensive students</td>
<td>DIBELS, HM screeners, reading interventionist data, progress monitoring</td>
</tr>
</tbody>
</table>
Continuous Improvement Plan

Summary of Data Analysis

School Name: Riverview Elementary School

Observations:
- AF Accountability:
  - Maintained 'C' Label past three years; Total AF points, school-wide passing rates, and Growth (All Student group) increased in 2013; Growth measures for All Student group (49th percentile) close to state median of 50th percentile; Growth for Bottom 25% group (45th percentile) declined slightly in 2013 and is substantively below that of the All Student groups.

- AIMS (Performance Levels):
  - Math: 2013 Passing rates substantively declined in Grades 3, 6, and 8, but increased in Grades 4, 5, and 7. Trends in passing rates are inconsistent (i.e. grade 3 declining over time while grade 4 increases and other grades move erratically). 2013 Math passing ranges from a low of 42% in Grade 8 to a high of 69% in Grade 4. Math Exceeds rates trend inconsistently and vary by grade, ranging between 8% (G6) to 24% (G4) in 2013. Math FFB rates range between 16% (G3) to 41% (G8).
  - Reading: 2013 passing varies considerably by grade (61% in G8 to 86% in Grade 7); Passing rates increased substantively in grades 4, 5, and 7, declined substantively in G3. Trends are inconsistent across grades. Read Exceeds are generally very low (less than 8% except G4 at 13%). Grade 3 reports steadily declining Exceeds rates between 2011 and 2013. Reading FFB rates are generally very low (8% or less) except for Grade 8 at 16%.

- AIMS Content (Areas in Need of Instructional Focus):
  - Math: Strand 1 (S1: Number & Operations) and Strand 5 (S5: Structure & Logic) seem to be the two areas of relative weakness on a school-wide basis.
  - Reading: There does not seem to be a systemic school-wide instructional focus area. Analysis should be by grade and content area.

- DIBELS Literacy Measures:
  - 53% of all students in Grades KG-6 ended the year at the "Core" level (10th percentile in district). 28% ended the year at "Intensive" (75th percentile). The proportion of students ending the year at "Core" ranges from a low of 43% in grade 2 to a high of 66% in KG. The proportion leaving the year at intensive in grades 1, 2, and 3 (40%, 35%, 43%) is approximately twice as high as for grades 4, 5, and 6 (17%, 18%, 20%). The number of persistently at-risk students is small, but not insignificant: 11 (KG), 16 (G1), 21 (G2), 28 (G3), 19 (G4), 13 (G5), and 16 (G6).

- SAT 10 (Grade 10 At-Risk Indicators):
  - Approximately 37% of current grade 3 students may benefit from additional targeted interventions in Math, and 48% from additional interventions in Reading.
**Targeted Areas of Focus**

**Areas of strength**
- AF Accountability points increasing along with school-wide passing rates
- Growth measures of All Student group increasing
- Selected grade levels report relatively large improvements in Math/Reading passing and Exceeds rates
- Reading FFB rates generally low
- Selected grade levels show relatively strong literacy rates

**Areas of need**
- Growth measures for Bottom 25 needs to substantively increase indicating effectiveness of at-risk interventions
- Reverse declining trend in Math passing rates for selected grade levels.
- Investigate cause of inconsistent performance measures across grades in Reading and Math
- Have grade level teams examine identified areas of instructional weakness
- Improvement needed in literacy outcomes at selected grade levels
- Implement additional targeted interventions for identified at-risk grade 3 students in Reading and Math

**Understanding Needs**
- Stronger fidelity to the Core reading program
- Increased consistent implementation of small group instruction in Tier II reading and math
- Provide professional development in math targeting number sense/operations and structure/logic
- Increased effectiveness of certain grade level PLC implementation
## Actions

<table>
<thead>
<tr>
<th>Action</th>
<th>Monitoring progress</th>
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<tbody>
<tr>
<td>Increased math interventionists from 1 to 3</td>
<td>Benchmark test scores, formative classroom assessments, intervention program assessments</td>
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<tr>
<td>Hired data specialist to guide and increase data analysis and data driven instructional decision making and provide targeted interventions to students</td>
<td>PLC documentation sheets, data charts, student intervention plans, data specialist reports to administration, bimonthly grade level meetings, data days</td>
</tr>
<tr>
<td>Targeted professional development opportunities to meet the needs of the individual teacher to increase quality of instruction</td>
<td>Survey results, performance rating scales, data sweeps, formal and informal observations, benchmark testing</td>
</tr>
<tr>
<td>Consistent individual learning plan implementation</td>
<td>ILPs, ILLPs, AZELLA results, intervention group tracking sheets</td>
</tr>
</tbody>
</table>
AF Accountability:
All total points, school-wide passing rates, and growth measures have increased substantively between 2011 and 2013. Both growth measures – All Student (61st percentile) and Bottom 25% (63rd percentile) are substantively above state median. Growth for Bottom 25 group above the All Student group.

AIMS (Performance Levels):
- Math: Passing rates substantively improved in G3, 4, 5, 7, & 8. Steady 3-yr. improvements reported in G4 & G8. Math Exceed rates range between 18% in G3 to 42% in G7. Trends in Exceed rates improving in all grades except G3 and G6. Math FFB rates generally low (13% or less) except in G8 at 25%.
- Read: 2013 passing rates above 70% ranging from 72% (G8) to 82% (G5 & 7). Substantive improvements in passing rates reported in Grades 3, 4, 5, & 8. Declines reported for G 6 & 7. 2013 Read Exceeds rates very low (8% or less) except in G7 at 13%. Steady declines in Read Exceeds rates reported for G5. Read FFB rates are very low (9% or less).

AIMS Content (Areas in Need of Instructional Focus):
- Math: S5: (Structure & Logic) appears to be an area of needed instructional focus. However, each grade level reports unique patterns of strong and weak content results.
- Read: No school-wide area of instructional focus appears in the data. Each grade level reports relative areas of strength/weakness.

DIBELS Literacy Measures:
- 61% of KG-G6 students ended 2013 at the “Core” literacy level (29th percentile district-wide). 24% exited at “Intensive” (69th percentile). Percent of students exiting at “Core” varies considerably by grade level (45% in G3 to 68% in G6). Grades 1 through 5 report substantive numbers of persistently at-risk students (G1=17, G2=22, G3=20, G4=18, G5=23).

Sat 10 (Grade 10 At-Risk Indicators):
- 48% of current 3rd graders may benefit from additional targeted interventions in Math. 39% may benefit from similar focused assistance in Reading.
## Targeted Areas of Focus

### Areas of strength
- All AF accountability performance measures have steadily increased between 2011 and 2013
- Growth measures are well above state median levels
- Reading & Math Passing rates have improved in many grade levels
- Trends in Math Exceeds rates showing steady improvement in many grade levels
- No systemic instructional focus concerns in Reading

### Areas of need
- Math Exceeds rates vary considerably across grade levels
- Read Exceeds rates are generally very low
- Selected grades showing steady declines in Read Exceeds rates over time
- Grade–level teams focus on identified weaker instructional content areas
- Improved literacy outcomes for identified persistently at–risk students
- Evaluate efficacy of targeted interventions for current grade 3 students

## Understanding Needs

- Focused on strategies to move students across the Meets lines
- Need consistency in Tier 2 interventions
- Properly aligning intervention and goal setting–being data driven
- Refining PLC structure and processes to promote collaboration and align interventions and student goal setting practices
### Actions

<table>
<thead>
<tr>
<th>Action</th>
<th>Monitoring progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working this year to implement strategies to enable each and every student to move and grow to a higher level reading achievement</td>
<td>Monthly meetings with data specialists, PLC documentation, individual profile sheets, common assessments, DIBELS, HMH and BM results</td>
</tr>
<tr>
<td>Utilizing reading and math leadership teams to present relevant professional development to increase knowledge of strategies and instructional practices</td>
<td>Leadership team meetings, student data tracking, professional development feedback</td>
</tr>
<tr>
<td>Research based interventions supported by reading coach, reading interventionists, IGT, gifted and data specialists</td>
<td>Progress monitoring, HMH screeners, data days, data sweeps, monitoring small group lesson planning</td>
</tr>
<tr>
<td>Realigning PLC structures and accountability</td>
<td>Purposeful and detailed feedback on weekly PLC notes, meetings with grade levels/PLC’s</td>
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CIP
Luke Elementary School

Summary of Data Analysis
School Name: Luke Elementary School
Observations:

• AF Accountability:
  - AF Label declined from B in 2011 & 2012 to C in 2013; Declines in total points, school-wide passing rates, and growth measures. All growth measures are below the state median. Growth reported for Bottom 25% not substantively different from the ALL Students growth group.

• AIMS:
  - Math passing rates declined substantively in three grade levels and remained (essentially) unchanged in the remaining grades. 2013 Grade 8 Math passing (40%) is substantively below other grade levels (i.e. Grade 3 = 67%). Math Exceeds rates declined in five grades. 2013 Math FFB rates rise steadily across G3 (6%) to G8 (45%).
  - 2013 Read passing rates are substantively higher than math but display inconsistent trends over time. Read passing rates steadily declined between 2011 and 2013 in grades 5, 6, & 8 but increased in 2013 in grades 3, 4, & 7. Read Exceeds rates are very low, ranging between 1% - 7%. 2013 Read FFB rates generally very low with exception of grade 8 at 16%.

• AIMS Content:
  - Math: No systematic school-wide area of focus - weak instructional areas vary by grade level. However, S1: Number Sense & Operations seems more problematic in middle school grades than for lower grade levels.
  - Reading: No systematic school-wide area of focus - weak instructional areas vary by grade level.

• DIBELS Literacy Measures:
  - 63% of KG-6 students ended SY 2012-13 at "Core" (38th percentile in district); 18% at "Intensive (54th in-district percentile). Trends in literacy inconsistent across grade levels. At-Risk persistence counts relatively high in grades 2, 4, & 5 (students = 13, 13, & 12, respectively). Persistence is defined as students starting the year in the "Intensive" category and remaining there throughout the year.

• SAT 10
  - Data suggest that 46% of current grade 3 students may benefit from additional targeted interventions in Math and 45% from additional instructional support in Reading.
### Targeted Areas of Focus

**Areas of strength**
- Substantive increases in Read Passing rates in Grades 3, 4, & 7
- Read FFB rates are very low, and not increasing, in most grade levels
- No content areas of school-wide instruction weakness in Math or Reading; Some selected Strand/Concept areas seem relatively strong
- Literacy data report three grades (2, 3, & KG) with 70% or more students exiting at-grade level

**Areas of need**
- Needed increases in AF performance measures (school-wide passing rates and growth measures)
- Growth data needs to reflect the differential impact of interventions targeted specifically to at-risk students
- Middle grade math passing rates need to improve. Needed decrease in FFB rates in selected grades
- Reversal of declining Read/Math passing rates in some grade levels
- Read exceeds rates need to substantively increase
- Improve literacy outcomes in selected grades
- Implement and assess the efficacy of targeted interventions for identified grade 3 students

### Understanding Needs

- There is a need for consistent administration of common formative assessment (CFAs)
- There is a need for consistent implementation of best teaching practices
- There is a need to more effectively monitor data and instruction to the level that is needed by each student
- There is a need to provide professional development in the areas of common core reading, math and writing
### Actions

<table>
<thead>
<tr>
<th>Action</th>
<th>Monitoring progress</th>
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</thead>
<tbody>
<tr>
<td>CFAs are submitted and administered weekly in both reading and math in order to personalize learning for each student</td>
<td>Results are monitored weekly to ensure that students are demonstrating mastery on the concepts assessed</td>
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<tr>
<td>Student success plans for students who are in the bottom 25% for both achievement and growth</td>
<td>Student data is monitored to track student growth progress</td>
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<tr>
<td>Tier 3 Interventions in reading and math for identified students</td>
<td>Benchmark data is examined to monitor growth on each benchmark</td>
</tr>
<tr>
<td>PD for staff in common core reading, math, and writing</td>
<td>Walk-throughs are conducted to assess how teachers are implementing ideas from PD</td>
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</table>
Marley Park Elementary School
Continuous Improvement Plan
2013–2014

We Are Dysart....
We Are Marley Park!

Home of the Mavericks

Summary of Data Analysis

School Name: Marley Park Elementary
Observations:

AF Accountability:
- Increased from ‘B’ to ‘A’ performance rating in 2013; Substantive increase in AF total points, school-wide passing rates and growth points; All growth measures substantively above state median; No difference in Growth for All and Bottom 25% groups.

AIMS (Performance Levels):
- Math: Passing rates improved in grades 3, 5, 6, & 8; 2013 Math FFB rates very low with exception of Grade 4 at 13%.
- Read: Passing rates substantively improved in grades 3, 5, 6, & 8. All 2013 passing rates above 90% except G4 at 83%; Read Exceeds rates are much lower in Grades 3, 4, & 5 (19%, 17%, 11%) than compared to Grades 6, 7, & 8 (29%, 28%, 27%); Read FFB rates are extremely low (less than 2%).

AIMS Content (Areas in Need of Instructional Focus):
- No single school-wide area of instructional focus is identified in Reading or Math – comparatively weaker instructional focus areas should be identified on a grade and subject-specific basis.

DIBELS:
- 92% of students ended the year at “Core” (95th percentile – highest literacy rate in the district, tied with Canyon Ridge).

Sat 10 (Grade 10 At-Risk Indicators):
- Approximately 17% of current 3rd graders may benefit from additional targeted interventions in the areas of Reading and Math.
Targeted Areas of Focus

Areas of Strength
- Attained ‘A’ performance label
- Strong growth in AF Accountability performance measures (total and growth points)
- Very strong literacy rates in grades KG – G6
- Many grades reported improved passing rates, increases in Exceeds rates, and low FFB rates

Areas of Need
- Review interventions for Bottom 25% students to evaluate efficacy issues that may be limiting differential impact of targeted assistance
- Reverse negative performance trends in selected grades and subjects
- Assess why improvement in performance for some grades greatly exceeded those in other grades
- Explore causes of lower early-grade (3, 4, & 5) Reading Exceeds rates
- Have each PLC team evaluate instructional efficacy aligned to most problematic strand/concept areas
- Develop targeted assistance for currently identified at-risk grade 3 students

Understanding Needs
- After analysis of data and examining PLC effectiveness, Marley Park teachers needed to extend the learning and reteach more effectively.
- Current 3rd grade students needed more interventions and focused instruction.
- There needed to be more frequent monitoring and adjusting for the students in the bottom 25% with a specific focus on individual academic needs.
### Actions

<table>
<thead>
<tr>
<th>Action</th>
<th>Monitoring progress</th>
</tr>
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<tbody>
<tr>
<td>Monitoring of data for each benchmark and setting SMART goals at each grade level.</td>
<td>Through monthly grade level meetings including TLT, RTI and revisiting and revision</td>
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<tr>
<td>Implementation of Jacob’s Ladder, Illustrative Math and small group instruction for math and reading.</td>
<td>of the grade level SMART goal.</td>
</tr>
<tr>
<td>Specific professional development on small group planning and implementation of small group instruction.</td>
<td>Using common formative bi-weekly assessments in math and reading.</td>
</tr>
<tr>
<td>Implementation and professional development of the HMH Curriculum.</td>
<td>Using data from walk-throughs, informal observations and formal observations.</td>
</tr>
<tr>
<td></td>
<td>The reading coach and IGT are co-planning, co-teaching, modeling and providing specific and immediate feedback.</td>
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### Dysart Unified School District No. 89
### Open Enrollment Status / Excess Capacity
### SY 2014-2015

**APPENDIX B**

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**Total** | **720** | **103** | **38** | **38** | **27** | **38** | **30** | **25** | **31** | **17** | **112** | **46** | **31** | **0** |

**Notes:**

1. Shaded cells are closed to open enrollment
2. Counts in shaded cells reflect priority approved requests (employee, military, sibling)
4. Charter Schools remain open for additional students
APPENDIX C

Summary of Volunteer Review Committee Findings

January 23, 2014
February 6, 2014

Purpose

Review processes in place that supports our volunteer programs and identifies strengths to be reinforced, gaps to be filled and changes to strengthen the program.

Dates: January 23, 2014 and February 6, 2014
Committee Participants

- Representatives from all schools invited
- Participants:
  - Don Block
  - Sharon Boersma
  - Nanette Burnett
  - Dennis Grau
  - Tiffany Green
  - Montez Jefferson
  - Dana Kaye
  - Veronica Lowe
  - Don Maloney
  - Kelly Moncilovich
  - Schaune Murray
  - Ron Pechauer
  - Sharon Rodriguez
  - Steve Rose
  - Michelle Smolinski
  - Lisa Fowler
  - Nicole Turner

Activity 1

- What supports do our volunteers provide for schools/departments/the district?
- What needs to be in place to support the various volunteer roles?
- What are those common supports identified as needed to support the volunteer role?
What supports do our volunteers provide for schools/departments/the district?

- Tutoring
- PTSA
- Library
- Cafeteria
- Spirit Store
- Kinder Roundup
- All-Pro Dads
- DIBELS
- Veterans in the classroom

- Watchdogs
- Help Plant Manager
- PTA Parents
  - Home Room Coordinator
- Copying
- DIBELS/Grading
- Tech Support
- Library/Shelving/Check Out/Check In

What needs to be in place to support the various volunteer roles?

- Training in tutoring
- Open communication with Office and District
- PR – communicate with community
- More contacts at school
- Want district to “back up” the programs (i.e. Veterans in the Classrooms and Watchdogs)
- Home Room / Parent Coordinator
- Library training
- Copy machine training
- DIBELS training
What are those common supports identified as needed to support the volunteer role?

- Volunteer Coordinator at each school or team
- District wide communication (approved)
- Training (tutoring, copier, DIBELS etc.) - monthly training district wide
- List of work needed to be done
- Procedures communicated - how to help
- Volunteer round-up
- Recognition
  - Funding
  - Positive feedback
  - Write-up in newsletters
  - Achiever

Activity 2

**What is currently in place?**

- Discuss and report on:
  - The purpose of the materials
  - Did the materials address the needed supports identified?
  - What should be added or changed?
SUPPORTS

- Training for tutors
- Open Communication
- PR
- Contacts at schools
- Back up for programs
- Coordinator
- Library training
- Copy Machine Training
- DIBELS training

- Volunteer Coordinator per building
- District Communication
- Training
- How to Help procedures
- Volunteer round-up
- Recognition

What should be added or changed?

- Have electronic and hard copies
- Organize the material to allow easier access of information
- Do whole group meetings to explain process and assist individuals-round-up

Have electronic and hard copies
Organize the material to allow easier access of information
Do whole group meetings to explain process and assist individuals-round-up
Activity 3

Brainstorm with your group, record and be ready to report:

What other materials or processes need to be in place to support volunteers in their roles in our schools?

- Recognition
  - Wow Cards
  - Volunteer “cards”
  - Volunteer “bulletin boards”
  - Volunteer Spotlight – School and District with comments from those being supported
  - School celebration – teachers watch children
  - Advertise Heroes
  - Pins for volunteer years
  - Handwritten notes (especially children)
  - District level celebration
Other Suggestions:
- Volunteer Round up – end of year
- Volunteer Refresher Course
- Volunteer Coordinator (school rep)
- Copy machine training
- Teacher complete volunteer assessment
- New Volunteer Application Assistant
- Monthly/Bi-Monthly Workshops
- Volunteer with students
- Needs direction (training)
- Volunteer Testimonials
- Checklist/step by step written out
- Notebook dividers/tabs
- *Additional site handbook
- Volunteer training night – “round up”
- Remove application from packet
- District contact list.

Next Steps
- Committee findings shared with Governing Board on March 5, 2014
- Committee findings shared with Ad Council
  - Utilized to inform school level/department planning
- Findings shared with Director of FedCo
  - Utilized to inform changes in guidelines, handbooks and website
- Review to determine effectiveness of changes at district & school levels
Project Graduation
Pilot for Title Schools
2014 - 2015

• The goal of project graduation is to involve students, parents and the Response to Intervention (RTI) team to support the student through graduation.

• This pathway will provide academic supports for struggling students to ensure they graduate from high school college and career ready.

• Data and research shows that students who fail to meet reading and math standards are not successful in high school courses.

• This program does not include Special Education students or 504 students unless recommended by the team.

7th Graders

• The 7th grade students who FFB on two(2) or more reading or math benchmarks will be required to attend summer school.

• The curriculum will be customized for each student to meet the learning deficits of the child.

• Students will need to show mastery of the deficit concepts in order to PASS to 8th grade.

• Students who do not attend summer school or do not pass the summer customized exam will be provisional 8th graders.
8th graders

• Provisional 8th graders will be provided intervention via the Response to Intervention Team (RTI).
• As soon as a provisional 8th grader shows mastery of the deficit concepts they become non-provisional, regular 8th graders.
• 8th graders who FFB on two (2) or more reading or math benchmarks will become provisional 9th graders.
• NOTE: Students who do not PASS or take advantage of summer school for two consecutive years (7th and 8th grade) will NOT be promoted to the high school. Students who FFB and are provisional 9th graders will NOT walk in promotion ceremonies effective Spring 2015

Provisional 9th graders

Reading OR Math
• Block of reading or math
• CTE pathway course
• Social studies or biology
• Algebra 1 or English 1
• Elective credit
• Physical education

Reading AND Math
• Block of reading
• Block of math
• CTE pathway course
• Elective credit
• Physical education
APPENDIX E

21st Century Collaborative Network

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

Planning with the End in Mind:
Creating a road map

The Strategic Plan process allows the district to define a strategy, or direction . . .

Our journey . . .
NEW CENTURY LEARNER ADVISORY COMMITTEE REPORT

An overview of the process and recommendations for incorporating new century skills into the educational experience of all Dysart Unified School District students.

Profile of a Career and College Ready Graduate

Global Citizen
Self-Directed
Collaborator
Civil
Critical Thinker
Communicator
Tech Literate
Creative
The impact of the NCL and CCR Reports

2007 Strategic Plan
- Optimize resources to drive student achievement
- Evaluate annually the effective implementation of the District Technology Plan in the areas of integration, student access and student achievement

2010 Revised Strategic Plan
- All Dysart students will graduate ready for college, career, and life in a globally competitive economy by mastering New Century Learner Skills
- Optimize and allocate resources that are proven to result in increased student achievement

2013 Revised Strategic Plan
- 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
  - Design and implement curriculum and assessments aligned to College and Career Readiness standards and the Profile of a Graduate attributes
  - 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

Strategic Planning 2014-2017

Profile of a Career and College Ready Graduate
Quotes from the Strategic Plan

“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.”

“Leadership pathways for employees to recognize contributions and leadership initiative.”

A 21st Century Student exhibits...

Collaboration
Communication
Creativity
Critical Thinking
A 21st Century leader/teacher facilitates...

- Active collaboration
- Learning through technology
- Problem solving
- Creative thinking
- Generation of a global perspective
- Student empowerment

21st Century Collaborative Network

- Integrates the skills of a Dysart career and college ready grad
- Provides the needed support for staff
- Builds capacity through empowering staff with meaningful professional development
- Provides training to support the transformation of education through technology
- Creates a community of 21st century learners and leaders
- Provides expanded opportunities and options for 21st century learning
21st Century Collaborative Network

TEACHERS, SUPPORT STAFF, AND ADMINISTRATORS GROWING TO A COMMUNITY AS LEADERS AND LEARNERS (YourCaLL)

Building capacity for 21st century instruction
Where did YourCaLL come from?

Focus groups
- Flexibility, choice, voice, personalization, recognized as a professional

Literature
- Drive by Daniel Pink
- The Leader’s Guide to 21st Century Education: 7 steps for schools and districts by Ken Kay and Valerie Greenhill

Capacity Building
Sample Projects - Certified Staff

- Senior capstone project
- Resources/Professional Development to support 21st century learning
- Transitional student projects
- Project extensions
- Community outreach projects
Sample Projects - Support Staff

- Customer service
- Efficiency improvements
- Communication development
- Mentoring
- Morale

Sample Projects - Administration

- Vetting of curriculum and instruction projects
- Community outreach projects
- Recruitment and retention of staff
- Culture/Morale
### Timeline

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<tr>
<td>• Share with leadership groups</td>
<td>• Approve projects</td>
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<tr>
<td>• Present to Governing Board</td>
<td>• Provide feedback</td>
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<tr>
<td>• Present road shows</td>
<td>• Determine advisors for projects</td>
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<tr>
<td>April</td>
<td>June</td>
</tr>
<tr>
<td>• Accept applications</td>
<td>• Conduct trainings for accepted applicants</td>
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<td>• Include in April 18th PD day</td>
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### Resources

- Video
- Poster
- dysart.org/yourcall (not yet live)
- Candidate Applications and Rubric
- Project Application and Rubric
21st Century Collaborative Network

Peer Mentoring
Improving instructional strategies for teachers
Responsibilities

- Support new teachers
- Facilitate growth of instructional practices for all teachers at site
- Observe peers and provide feedback
- Develop relationships to foster a positive school culture
Selection Process

- Quantity per site determined by factors such as...
  - number of new teachers
  - campus size
  - site needs
- Interested teachers apply to be part of the Peer Mentor program
- Principals nominate teacher applicants from their site (by end of April)
- Candidate selected by cross-site panel interviews (May)
- Peer mentors will re-apply for the position at the end of every year
- CaLL program will eventually determine eligibility

Training

- Begins at the end of the 2013-2014 school year (online)
- Summer training provided
- Ongoing training throughout 2014-2015 school year
- Collaboration with 21st Century Specialists
21st Century Collaborative Network

21st Century Specialists
Enhancing 21st century learning for all students
Services

- Support training for innovative approaches to learning in classroom management, instructional practices, and online resources
- Facilitate development of curriculum, assessment and resource recommendations with associated training
- Develop and deliver professional development through in-person, online and blended formats
Services

- Partner with school site continuous improvement plan goals
- Assist in creating strategies to address needs of all students
- Research progressive resources and technology tools to use in the classroom
- Apply and infuse 4C’s in curriculum, assessments, teaching and training for students and staff

Personalization

- Identify and support individual campus needs
- Building staff capacity to model 21st century graduate attributes
- Train peer mentors
Site Project Partnerships

- Professional development committee
- RtI committee
- New Century Learning committee
- Directory of support
- Data committee

Training

- Peer mentoring program
- New teacher support
- Instructional strategies for diverse learners (Gifted, ELL, SPED)
- Instructional technology integration
- Andragogy
- Learning through 4C’s
21st Century Collaborative Network

Gifted Services

Meeting the needs of diverse learners
Continued Focus on...

...delivering educational programs designed to assist gifted individuals to achieve their full potential in intellectual pursuits, community leadership, and creativity. This is achieved through the use of sound differentiated instructional strategies that include but are not limited to: complexity, depth, novelty, pacing, independent study, and acceleration. Professional expertise is fostered and exemplary resources are utilized to develop intellectual rigor, humane values, and creativity. The program recognizes and responds to the diverse gifts and talents in children and youth from all cultures, racial and ethnic backgrounds, and socioeconomic groups.
Resources for Personalization

- Gifted Technology IAs
- Technology and resource support
- Clustering
- Interest Inventory
- Online Enrichment Resources
  - Duke University
  - Defined STEM
  - Foreign Language
  - Fine Arts
  - Computer Science

Gifted Training

- ILP
- Clustering
- Instructional strategies
- Defined STEM and other online resources
- Personalization of learning
21st Century Collaborative Network

Technology Specialists
Building technical capacity for the 21st century graduate and staff members
Technology Specialists

- Empower the school staff to address technology issues by providing them with access to resources and training opportunities
- Not assigned to a specific site
- Responsible for work orders assigned to their service area
- Work closely with the Innovation Ambassadors in order to:
  - Identify potential candidates for the CaLL program
  - Contribute to each others professional development
  - Identify training and technology needs at the schools
  - Assist school admin with the TIP
- Participate in Technology site meetings

Technology Service Zones

- 9 Technology Specialists servicing 25 district sites
- 1 CTE Technology Specialist
- Zone school distribution was based on school technology volume and technology inventory
- Technology Specialists are not based at a school
21st Century Collaborative Network

Next Steps

- Additional training on each component
- Roadshows beginning in March
- Training for staff who hold 21st Century Collaborative Network positions
Questions?