

WICKENBURG UNIFIED SCHOOL DISTRICT NO. 9
BOARD STUDY SESSION MINUTES
November 10, 2016

BOARD MEMBERS PRESENT

Mr. Joe Maglio, President, Mr. Curtis Arnett, Member, Ms. Amy Brown, Member, Ms. Sandee Gill, Member 5:40 pm, Mr. Daniel Scott, Member

BOARD MEMBERS ABSENT

None

OTHERS PRESENT

Dr. Howard Carlson, Erin Johnson, Lynn Greene, Carissa Hershkowitz, Julie Case, Caitlin Schafer, Dion Koltes, Chuck Maloley

Items for Discussion – School Improvement Plans

FESTIVAL FOOTHILLS ELEMENTARY SCHOOL

The Festival Foothills Elementary School Improvement Plan includes strategies for improvement in the four key areas of School Culture, Curriculum/Academics, Parent/Community Involvement and Professional Development and Leadership Capacity Building. These four key areas are identified in the District Strategic Portfolio and the K-8 Roadmap. For the 2016-2017 academic year, the focus will be on Standard #1 School Culture and Standard #2 Curriculum/Academics based upon the school's Goals and for the purpose of increasing student achievement and growth.

Action Steps for improvement will be written based on data from a variety of sources, including assessment data, grades, discipline data and input from staff, students and parents. Action Steps will include research-based effective school practices.

Standard #1 – School Culture

SMART Goals

- 100% of the Festival Foothills Teachers will engage in collective inquiry during professional development about PBIS, BoysTown, and Kids at Hope as measured by professional development attendance and engagement during the 2016-2017 school year.
- 100% of the K-5 Teachers will attempt to attach the standards to assignments and tests as measured in the Synergy Grade book system.
- 100% of the site professional development will begin with celebrations and team building as measured by the professional development agendas.
- 100% of the assessment data will be collected, shared, and used to make instructional decisions as measured by the data reporting documents, PLC agendas and teacher action plans.

Standard #2 – Curriculum/Academics

SMART Goals

- 100% of the teachers will utilized unwrapped documents and make revisions as needed as measured by short term and long term plans.
- 100% of the teachers teaching math will engage in developing pacing calendars, revising unwrapped documents, and creating DFAs as measured by K-8 Curriculum Days participation.
- 100% of the students in one grade level will employ an online program for keyboarding skills as measured by student progress documents and Technology lesson plans.

- 100% of classroom teachers will engage in professional development on iReady and intervention tools on Galileo to be implemented in the classroom as measured by the professional development attendance, professional development agendas, iReady reports, and lesson during tutoring, learning center and/or reteach/enrich.

Standard #3 – Parent/Community Involvement

SMART Goals

- Two grade levels will participate in Academic Parent Teacher Teams to improve achievement as measured by sign in sheets and district assessments.
- 100% of the 5th grade students will participate in transition meetings to prepare for middle school expectations as measured by meeting schedules and lesson plans.
- 100% of the school staff will communicate with the community about Kindergarten Round Up as measured by the school website, school newsletters, and classroom newsletters.

Standard #4 – Professional Development and Leadership Capacity Building

SMART Goals

- 100% of the school staff will work to implement the RDA plan/goals as measured by professional development agendas, meeting attendance, and school data.

Mr. Maglio asked about the programming on the keyboarding class; are students able to do the class online or at home? Ms. Case told him students were doing the program during their technology classes but have the ability to log in at home to access the class.

HASSAYAMPA ELEMENTARY SCHOOL

Hassayampa Elementary School Improvement Plan includes strategies for improvement in the four key areas of School Culture, Curriculum and Academics, Parent and Community Involvement, and Professional Development and Leadership Capacity Building. These four key areas are identified in the District Strategic Portfolio, the K-8 Roadmap, and aligns Hassayampa with Title I requirements.

Strategies for improvement will be written based upon data from a variety of sources, including assessment scores, demographic data, discipline data and input from staff, students and parents. Strategies will include research-based effective school practices wherever possible.

For this school year, the implementation of Eureka Math curriculum will be a priority for professional development. Although not fully listed in our Friday PD summary, teachers in grades 2-5 will receive specific training in conceptual math practices as offered through the Math 20/20 training. Additionally, professional development time will focus around Hassayampa teachers improving their understanding of the Essential Elements of Instruction while working as a Professional Learning Communities to help strengthen conversations about student needs, best practices, analyzing various data, the AZ College and Career Ready Standards, writing instruction, as well as LETRS training.

Standard 1 – School Culture

SMART Goals:

- During the 16-17 SY, Hassayampa staff will explore Positive Behavioral Interventions and Support (PBIS) to decrease office referrals by 10% by May 2017.
- By March 2017, Hassayampa classroom teachers will demonstrate through gradebook reports that 100% of math and reading DFA's have been attached to specific grade level standards.

Standard 2 – Curriculum and Academics

SMART Goals:

- By May 2017, 100% Hassayampa classroom teachers in grades 2-5 will show evidence of the implementation of Eureka Math through grade level notes, walkthrough observations, and completed unwrapped documents.
- By May 2017, the Literacy Team will explore, investigate, and choose a research-based ELA curriculum for adoption.

Standard 3 – Parent and Community Involvement

SMART Goals:

- By April 2017, grade level teams will provide a minimum of two Academic Parent Teacher Team (APTT) events.

Standard 4 – Professional Development and Leadership Building

SMART Goals:

- By December 2016, as part of the plan for Results Driven Accountability, the Data Room will be revamped to include all relevant data.
- By May 2017, as part of the plan for Results Driven Accountability, classroom teachers in grade 3-5 as well as the Special Education teacher will explore the practices of co-teaching and collaboration in an inclusion model.

Ms. Gill commented that she was adamant about parents who are not involved in the school, so was glad to see the parent response to the parent meetings. She was also glad to see the children were being better behaved.

Mr. Arnett found the materials interesting as a board member, and was glad to have the four listed areas. He commented that results will be apparent in moving forward. In terms of parent involvement, the Board is going to adopt new mandates provided by about what we will need to do. In going over these things, the numbers from the Festival Foothills plan hit him. Gifted students –7; 7 out of how many? He was told 7 out of 215. He commented this was the number you would expect on a normal curb of distribution. He was interested in number of students per teacher and found the number of 17 very interesting. He further commented it was almost impossible to do any serious comparison with scores; numbers are so in flux in Arizona at the moment.

In looking at Hassayampa's gifted number percentage, this was pretty normal. He expressed his appreciation for all of the work and commented we are going someplace and we are going to get there.

Ms. Brown told Ms. Hershkowitz she was glad Hassayampa went back to basic rules.

The Study Session ended at 6:14 pm.

ATTEST: _____

Mr. Joe Maglio, Board President