



GOVERNING BOARD MEETING

MONDAY, JULY 11, 2011

**Transportation Training Facility
6411 N. Robert Road, Bldg. 500, Prescott Valley, Arizona**

**GOVERNING BOARD
SUMMER RETREAT
8:00 AM**

Dr. Paul H. Stanton, Superintendent

**Richard Adler, President
Howard Moody, Vice President
Shelly Damschroder, Member
Gary Marks, Member**

POSTED
7-7-11
4:30 p.m.

HUMBOLDT UNIFIED SCHOOL DISTRICT #22

A Caring, Learning Community Transforming Today's Learners into Tomorrow's Successes

NOTICE OF COMBINED PUBLIC MEETING AND EXECUTIVE SESSION OF THE GOVERNING BOARD OF EDUCATION

Notice is hereby given that the Governing Board of the Humboldt Unified School District #22 will convene during a meeting open to the public on **July 11, 2011**, at the **Transportation Training Facility**, located at **6411 N. Robert Road, Building 500, Prescott Valley, Arizona**.

- If authorized by a majority vote of the members of the Governing Board, any matter on the Open Meeting Agenda may be discussed in executive session for the purpose of obtaining legal advice thereon, pursuant to A.R.S. 38-431.03 (A)(3). The Board may also vote to convene in executive session to review and discuss issues marked with an asterisk (*). These sessions are not open to the public; however, Board decisions will be made in open public assembly.
- Members of the HUSD Governing Board who are not able to attend in person may participate via an electronic medium.
- The Agenda may be revised up to twenty-four (24) hours prior to the meeting. Revisions will be posted at the HUSD District Office located at 6411 N. Robert Road, Prescott Valley, Arizona.
- Arrangements to accommodate disabilities may be made by contacting Mary Diaz at (928)759-4000 or mary.diaz@humboldtunified.com prior to the meeting.
- Members of the public wishing to address the Board are requested to complete a Public Participation Form provided at the entrance of the meeting area.
- Discussion by the Board is limited to items posted on the agenda.

AGENDA

8:00 AM ANNUAL GOVERNING BOARD RETREAT

1. WELCOME AND CALL TO ORDER
2. PLEDGE OF ALLEGIANCE/FLAG CEREMONY
3. ROLL CALL
4. AGENDA REVIEW/ACCEPT
5. DISCUSSION ITEMS (*no action will be taken*)
 - A. PURPOSE OF RETREAT
 - B. WHY THE CONTINUOUS SCHOOL IMPROVEMENT (CSI) MODEL?
 - C. WHAT IS OUR SHARED PURPOSE?
 - D. HOW DOES HUSD'S THREE GOALS FIT INTO THE CSI MODEL?

(Break)

- E. WHAT IS THE ROAD MAP FOR THE CSI MODEL FOR THE YEAR?
(PLAN FOR THE PLAN)

(Working Lunch)

- F. ACCOMPLISHMENTS OF THE DISTRICT 2010-2011

**Board Retreat
July 11, 2011
Transportation Building
8:00am – 1:00pm with Lunch Included**

Welcome and Purpose of Retreat - Rich and Paul	10 min
Why the Continuous School Improvement Model? Diana How this will move HUSD from Good to Great	30 min
What is our Shared Purpose? Diana How do HUSD's Three Goals Fit into the CSI Model? Diana	60 min
Break	10 min
What is the Road Map for the CSI Model for the Year (Plan for the Plan)? Diana	20 min
Working Lunch	20 min
Accomplishments of the District 2010-2011 – Paul Progress Report on the District and School Goals – Paul and Leaders	140 min
Board Reflection and Next Steps - Rich and Paul	10 min

Note:

Principals to participate the whole retreat

Principals – School Goals

5 Minutes Each

How the process worked

Accomplishments

Lessons Learned



**HUMBOLDT UNIFIED SCHOOL DISTRICT
BOARD GOALS
2010-11**


Completed Report(s)
Current Report


Goal 1. Raise the Level of Student Achievement in HUSD

Target Area: Curriculum, Instruction & Professional Development

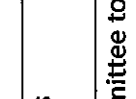
Objectives	Activities	Metrics	Timelines	Updates/Responsible Persons
<p>1.1-1 Increase the 2010-11 number/percentage of students at each grade level who attain proficiency on AIMS reading and math.</p>	<ul style="list-style-type: none"> • Data Analysis • Ongoing student assessments • PLC teams • Professional development • 7-12 Continuum • SMART goals developed at schools by grade level/content 	<p>AIMS scale scores</p>	<p>Board Reports: February 20, 2011 June 20, 2011 STATUS: Not Completed</p>	<p><i>Director of Educational Services</i> Each principal and the Director of SEI submitted ongoing assessment data with analyses, an update on professional development and a summary of strategies designed to increase student achievement. Administration will analyze AIMS results and the data accompanying AYP determinations and AZLEARNS labels as it becomes available. Reports to the Governing Board will be scheduled after the ADE Embargo (July 18 & 20).</p>
<p>1.1-2 Increase the 2010-11 number of students who demonstrate a year's growth in reading and math.</p>		<p>AIMS MAP score</p>	<p>Board Reports: February 20, 2011 June 20, 2011 STATUS: Not Completed</p>	<p>Supporting Documentation School SMART goals 7-12 Continuum Update English Language Acquisition Update</p>
<p>1.1-3 Increase the 2010-11 percentage of students in the Exceeds category of AIMS in reading and math in grades 3-8 and grade 10</p>		<p>AIMS z-score</p>	<p>Board Reports: February 20, 2011 June 20, 2011 STATUS: Not Completed</p>	<p>Supporting Documentation School SMART goals 7-12 Continuum Update English Language Acquisition Update</p>




Objectives	Activities	Metrics	Timelines	Updates/Responsible Persons
1.1-4 Enhance the District technology plan based on student needs in alignment with state and national standards.	<ul style="list-style-type: none"> Review of International Science and Technology, Inc. Standards Implementation of YESA microwave based distance learning system 	Updated technology plan	Board Report s: February 20, 2011 June 20, 2011 STATUS: Completed	<p><i>Director of Technology</i></p> <p>Supporting Documentation Updated Technology Plan</p> 

1.2 The District will provide staff with professional development that is aligned with District goals and needs based on a survey of administration, certified staff and classified staff.				
Objectives	Activities	Metrics	Timelines	Updates/Responsible Persons
1.2-1 Establish professional development (PD) goals for the 2010-11 school year.	<ul style="list-style-type: none"> Teachers and principals attend training on new AZ standards (Common Core.) County-wide professional development plan drafted in collaboration with YESA and other Yavapai County school districts. Instructional Specialists work with new teachers on district orientation and instructional skills. 	District and site professional development plans	Board Report s: February 20, 2011 June 20, 2011 STATUS: Completed	<p><i>Director of Educational Services</i> District, school and department professional development calendars were submitted for review. The PD calendars submitted for the last Board Update are included here for reference. Board Update includes highlights of 2010-11 school year and recommendations for 2011-12.</p>
1.2-2 Provide quality PD opportunities for administration, certified staff and classified staff that support district and school goals.	<ul style="list-style-type: none"> Instructional Specialists support all teachers through coaching, inservices and HUSD Academy offerings. Principals present PD to staff based on site needs. 	PD publications, agendas, sign-in sheets	Board Report s: February 20, 2011 June 20, 2011 STATUS: Completed	<p>Supporting Documentation Board Update School and Department PD Documentation K-12 Center Master Teacher Program Update</p> 
1.2-3 Develop a long-range comprehensive K-12 PD plan based on District and school goals.		Long-range professional development plan	Board Report s: February 20, 2011 June 20, 2011 STATUS: Not Completed	

1.3 The District will support the educational, social and emotional needs of gifted students by providing a quality, research-based gifted program.




Objectives	Activities	Metrics	Timelines	Updates/Responsible Persons
<p>1.3-1 Research on gifted teaching and learning will be conducted by a District committee.</p>	<ul style="list-style-type: none"> • Establish committee to study effectiveness of current gifted program • Review current research and identify best practices • Administration and gifted teachers visit high-quality, research-based program in other districts • Conduct review of current program using National Association for Gifted Children standards. • Make recommendations for program improvements. 	<p>Board report</p>	<p>Board Report s: February 20, 2011 June 20, 2011 STATUS: Completed</p>	<p>Director of Educational Services Board Update includes results of a review of the current gifted program and recommendations for program improvements. STATUS: <u>Supporting Documentation</u> Arizona Revised Statute 15-779.02 Elementary Gifted Program Update w/curriculum HS/MS Gifted Program Update</p>
<p>1.3-2 An analysis of the current HUSD gifted program will be conducted by a District committee.</p>	<p>Board report</p>	<p>Board report</p>	<p>Board Report s: February 20, 2011 June 20, 2011 STATUS: Completed</p>	<p>Board Report s: February 20, 2011 June 20, 2011 STATUS: Completed</p>
<p>1.3-3 Recommendations for program improvement will be developed based on the research and program analysis.</p>	<p>Board report</p>	<p>Board report</p>	<p>Board Report s: February 20, 2011 June 20, 2011 STATUS: Completed</p>	<p>Board Report s: February 20, 2011 June 20, 2011 STATUS: Completed</p> 


Target Area: Assessment System

1.4 The District will analyze current District criterion-referenced tests (CRT's) in reading, writing, math and science for rigor and congruency with the Arizona Academic Standards and Common Core Standards.				
Objectives	Activities	Metrics	Timelines	Updates/Responsible Persons
<p>1.4-1 The District will analyze current CRT's in reading, writing, math and science for congruency with the state standards and for rigor.</p>	<p>See Board Update</p>	<p>Board report</p>	<p>Board Report s: February 20, 2011 June 20, 2011 STATUS: Not Completed</p>	<p>Director of Educational Services This goal was not worked on in 2010-11 due to adoption of the new AZ English Language Arts and Mathematics Standards. See Board Update for details.</p>
<p>1.4-2 The District will research effective assessment systems.</p>	<ul style="list-style-type: none"> Attend presentations and/or webinars on assessment systems, e.g., Galileo 	<p>Board report</p>	<p>Board Report s: February 20, 2011 June 20, 2011 STATUS: Completed</p>	<p>The District reviewed several assessment systems for cost/time effectiveness and educational value.</p> <p>Supporting Documentation Board Update D2SC Brochure</p> 



Goal 2. Focus on planning for future student needs.



Target Area: Leadership


Objectives	Activities	Metrics	Timelines	Updates/Responsible Persons
<p>2.1-1 District Administration will review current policies and make recommendations for revisions, based on research, best practices, and sound fiscal management.</p>	<p>Refer to supporting documentation</p>	<p>Policy revisions submitted to the Board</p>	<p>Board Report s: February 20, 2011 June 20, 2011 STATUS: Completed</p>	<p><i>Superintendent</i> <u>Supporting Documentation</u> Board Update </p>
<p>2.1-2 District Administration will research successful strategic planning models to guide the development of goals and action plans for long-term excellence.</p>	<p>Refer to supporting documentation</p>	<p>Board report</p>	<p>Board Report s: February 20, 2011 June 20, 2011 STATUS: Completed</p>	<p><u>Supporting Documentation</u> Board Update Plan For the Plan </p>
<p>2.1-3 District Administration will review the current District mission and vision.</p>	<p>Proposed Board Retreat discussion</p>	<p>Board report</p>	<p>Board Report s: February 20, 2011 June 20, 2011 STATUS: Completed</p>	<p><u>Supporting Documentation</u> Board Update HUSD Mission & Belief Statement </p>

2.2 The District will implement a systems approach for continuous improvement at classroom, school, department, and district level.				
Objectives	Activities	Metrics	Timelines	Updates/Responsible Persons
2.2-1 Analyze current systems for collection of data, including classroom walk-throughs, achievement data, attendance and graduation rates. (Year 1)	<ul style="list-style-type: none"> Classroom walk-throughs 	Board report	Board Report s: February 20, 2011 June 20, 2011 STATUS: Completed	<i>Superintendent</i> <u>Supporting Documentation</u> Board Update D2SC Brochure 




Target Area: Organizational Effectiveness and Efficiency

2.3 Align fiscal resource allocation and expenditures with District and school goals.				
Objectives	Activities	Metrics	Timelines	Updates/Responsible Persons
2.3-1 Analyze current staffing system to align with District and school goals. (Year 1)	Refer to supporting documentation	Board report	Board Report s: February 20, 2011 June 20, 2011 STATUS: Completed	<i>Director of Finance</i> <u>Supporting Documentation</u> Board Update 
2.3-2 Analyze current grant allocation system to align with District and school goals. (Year 1)	Refer to supporting documentation	Board report	Board Report s: February 20, 2011 June 20, 2011 STATUS: Completed	<i>Director of Finance</i> <u>Supporting Documentation</u> Board Update 

Objectives	Activities	Metrics	Timelines	Updates/Responsible Persons
2.3-3 Analyze expenditures based on District and school goals. (Year 1)	Refer to supporting documentation	Board report	Board Report s: February 20, 2011 June 20, 2011 STATUS: Completed	<u>Supporting Documentation</u> Board Update 
2.3-4 Determine three-year capital outlay plan based on District priorities.	Refer to supporting documentation	Capital outlay plan	Board Report s: February 20, 2011 June 20, 2011 STATUS: Completed	<u>Supporting Documentation</u> Board Update Long-Range Capital Plan 

2.4 The District will increase revenue generated from alternative funding sources.				
Objectives	Activities	Metrics	Timelines	Updates/Responsible Persons
2.4-1 Increase tax credit dollars brought into the district.		tax credit reporting	Board Report s: February 20, 2011 STATUS: Completed	<i>Director of Finance</i>
2.4-2 Analyze facility usage to determine to adhere to district policy and procedures. (Year 1)	Refer to supporting documentation	Board report	Board Report s: February 20, 2011 June 20, 2011 STATUS: Completed	<i>Director of Finance with Director of Maintenance</i> <u>Supporting Documentation</u> Board Update 


2.5 Improve the effectiveness in the operations of all District departments.

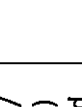
Objectives	Activities	Metrics	Timelines	Updates/Responsible Persons
<p>2.5-1 Research opportunities for savings in the area of utility costs.</p>	<p>Refer to supporting documentation</p>	<p>Board report</p>	<p>Board Report s: February 20, 2011 June 20, 2011 STATUS: Completed</p>	<p><i>Director of Maintenance</i> <u>Supporting Documentation</u> Board Update </p>
<p>2.5-2 Improve the cost effectiveness and safety in the operation of the Transportation Department.</p>	<p>Refer to supporting documentation</p>	<p>Board report</p>	<p>Board Report s: February 20, 2011 June 20, 2011 STATUS: Completed</p>	<p><i>Director of Transportation</i> <u>Supporting Documentation</u> Board Update </p>
<p>2.5-3 Improve efficiencies through technology in the following areas: accounting (I-Visions), and substitute calling. (Year 1)</p>	<p>Refer to supporting documentation</p>	<p>Successful implementation of I-Visions</p>	<p>Board Report s: February 20, 2011 June 20, 2011 STATUS: Completed</p>	<p><i>Director of Finance</i> <u>Supporting Documentation</u> Board Update </p>



Goal 3. Increase Parental/Community Involvement



Target Area: Culture, Climate & Communication

3.1. The District will implement policies and practices that foster a culture of student and stakeholder engagement.

Objectives	Activities	Metrics	Timelines	Updates/Responsible Persons
<p>3.1-1 The District will identify current educational programs, activities, offerings, and services that provide opportunities for relationship building and stakeholder engagement. (Year 1)</p>	<ul style="list-style-type: none"> Develop a findings survey to identify current HUSD programs, activities and services that provide opportunities for relationship building and stakeholder engagement (student/staff/parent-community). Survey will establish a baseline for what is offered in the district and an opportunity to assess program/activity/service effectiveness. 	<p>Site/Department Findings Survey</p>	<p>Departments/Sites submit surveys in March Board Report s: February 20, 2011 June 20, 2011 STATUS: Completed</p>	<p>Director of Public Relations <u>Supporting Documentation</u> Executive Summary Findings Report</p> 

Objectives	Activities	Metrics	Timelines	Updates/Responsible Persons
<p>3.1-2 The District will establish benchmark data to determine current stakeholder involvement in existing District educational programs, activities, offerings, and services. (Year 1)</p>	<ul style="list-style-type: none"> PR Department will identify current District communication "listening" systems and tools that obtain actionable stakeholder information and feedback on District educational programs, offerings, and services, and District student, parent, and community support. 	<p>Stakeholder engagement systems/tools: Connect Ed Messaging System, Spring Survey, Customer Service Audits, Customer Service Comments collected bi-monthly (data aggregated and disseminated to schools/department supervisors) PR Department gathered information on alternative survey systems (WestEd Group, etc. Cost ranges from \$13,000 to \$22,000).</p>	<p>August through May STATUS: Completed</p>	<p>Director of Public Relations Director of Educational Services (Spring Surveys) <u>Supporting Documentation</u> Customer Service Data Board Update on Surveys Survey Data</p> 

3.2 The District will provide all students and staff a safe environment that is conducive to teaching and learning.				
Objectives	Activities	Metrics	Timelines	Updates/Responsible Persons
<p>3.2-1 The District will establish a Safe and Orderly Schools committee to determine common definitions, common violations, and common actions taken for alignment with AZSAFE at all grade levels and at all schools. (Year 1)</p>	<ul style="list-style-type: none"> Establish SOS committee Members: Brian Buchholtz (MS Rep.) Cole Young (ELEM Rep.) Lisa Brackez (HS REP.) Candice Blakely-Stump (Chair) Create a list of common violations and definitions that are aligned with AZSAFE Align violations and definitions with Arizona Revised Statutes where applicable 	<p>Committee convened August through October</p> <p>List of common violations and definitions.</p>	<p>Board Report s: February 20, 2011 June 20, 2011 STATUS: Completed</p>	<p><i>Candice Blakely-Stump, Chair</i> SOS Committee</p> <p><u>Supporting Documentation</u> Board Update Discipline Matrix K-12 Common Violations and Definitions</p> 
<p>3.2-2 The Safe and Orderly School committee will explore Safe-Schools reporting for alignment with AZSAFE. (Year 1)</p>	<ul style="list-style-type: none"> Review home suspension reports from August through October for all sites 	<p>Quarterly and end-of-year analysis of summative data.</p> <p>Issued recommendation to Ed Services Director and all site principals that the uploading to AZSAFE remain quarterly</p>	<p>Board Report s: February 20, 2011 June 20, 2011 STATUS: Completed</p>	<p><u>Supporting Documentation</u> Board Update</p> 

3.3 The District will implement policies and practices that foster internal and external communication and stakeholder (parents, community, students, staff) satisfaction.				
Objectives	Activities	Metrics	Timelines	Updates/Responsible Persons
<p>3.3-3 The PR Department will develop a Marketing and Communication plan for 2010-2011 based on known needs, information and data. (Year 1) The 2011-2012 Marketing/Communication plan will take into account the research and baseline data established in 2010-2011. (Year 2)</p>	<ul style="list-style-type: none"> Develop Marketing /Communication plan for 10-11 	<p>Marketing / Communication Plan</p>	<p>Board Report s: February 20, 2011 STATUS: Completed</p>	<p>Director of Public Relations</p> <p><u>Supporting Documentation</u> Plan</p> 
<p>3.3-4 Identify current school volunteer needs.</p>	<ul style="list-style-type: none"> Obtain feedback from sites/directors on needs Met six times with Volunteer Coordinator, Carm Staker, to review District volunteer needs. Revised volunteer processing procedures to streamline and better accommodate prospective volunteers. Revised Volunteer Handbook. Devised tool and 	<p># of Volunteer hours and total # of volunteers.</p> <p>Volunteer Handbook</p> <p>Processing Checklist</p> <p>Mentoring program document</p> <p>Volunteer flyer</p> <p>All data and documentation under supporting documents.</p>	<p>Feedback-Sept-Nov. 2010 Mtgs. ---September 2010 through March 2011</p> <p>Revised procedures Oct 2010</p> <p>Revised Volunteer Handbook October 2010</p> <p>Developed hour tracking tool-October</p> <p>Volunteer who handles processing on board Feb, 2011.</p> <p>Board Report s: February 20, 2011 STATUS: Completed</p>	<p>Director of Public Relations</p> <p>Volunteer Coordinator</p> <p><u>Supporting Documentation</u></p> <p>Volunteer Handbook</p> <p>Volunteer Participation Data</p> <p>Mentoring Plan</p> 

	<p>revised system to keep track of volunteer hours.</p> <ul style="list-style-type: none"> • Identified Volunteer to handle processing and placement of volunteers • Developed Mentoring Program 			
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TAB 1

1.1-1,2,3

AIMS Results –
Student Achievement



Educational Services

Board Update

Date: June 14, 2011
Subject: School SMART Goals
Submitted by: Kathy Kay, Director of Educational Services

1.1 Students will demonstrate proficiency in essential skills in reading and mathematics.

1.1-1 Increase the 2010-11 number/percentage of students at each grade level who attain proficiency on AIMS reading and math.

Metrics: AIMS scale scores

1.1-2 Increase the 2010-11 number of students who demonstrate a year's growth in reading and math.

Metrics: AIMS MAP score

1.1-3 Increase the 2010-11 percentage of students in the Exceeds category of AIMS in reading and math in grades 3-8 and grade 10.

Metrics: AIMS z-score

Metrics: AIMS scores are not presented at this time due to the State embargo of AIMS data. The data will be released to the public on July 18. Preliminary AYP evaluations and AZLEARNs achievement profiles will be released on July 20. Educational Services will present a report to the Board at a later date.

In 2010-11 each school developed SMART (specific, measurable, attainable, realistic and timely) goals to drive their efforts in achieving the 1.1 objectives. Grade level teams and content teams analyzed the previous year's student achievement data, analyzed assessment data on current year students and then set goals specific to their grades and/or content areas. The teams will meet at the beginning of the 2011-12 year to assess the success of their goals. Findings will be reported to the Board at a later date.

The SMART goals for each school are included in this section.



School SMART Goals

2010-11

S.M.A.R.T

specific, measurable, attainable, realistic and timely

**BRADSHAW MOUNTAIN HIGH SCHOOL
GOALS 2010-11**

Target Area 1. Leadership

Goal	Objectives/Metrics	Strategies
<p>1.1 The High School will develop policies and practices that reflect a culture of commitment to continuous improvement.</p>	<p>1.1-1 School Administration will review current policies and practices and make recommendations for revisions, based on research, best practices, and sound fiscal management. <i>Metrics: Policy revisions in handbooks</i></p> <p>1.1-2 School Administration will continue developing and reviewing the strategic planning model to guide the goals and action plans for long-term excellence. <i>Metrics: Improvement plan updates and school goals</i></p> <p>1.1-3 Each school administrator will review critical work activities and calendar dates to develop job roles/responsibilities to ensure smooth transitions for future administrators <i>Metrics: CWAs, Calendars to be placed in notebooks</i></p>	<ul style="list-style-type: none"> • Documentation of changes • Administrative meetings including stakeholders on policy discussions • Development of notebooks containing pertinent information for each administrative role.
<p>Point Person: Local Administrators Budget/Funding Source:</p>		

BRADSHAW MOUNTAIN HIGH SCHOOL
GOALS 2010-11

Target Area 2. Curriculum, Instruction & Professional Development

Goal	Objectives/Metrics	Strategies
<p>2.1 Students will demonstrate proficiency in essential skills in reading, writing, mathematics and science.</p>	<p>2.1-1 At least 65% will meet or exceed on the AIMS Math test. At least 45% will meet the standard and 22% will exceed the standard on the Arizona Instrument to Measure Standards (AIMS). (2010- 63% and 21%) <i>Metrics: AIMS Math scores</i></p> <p>2.1-2 At least 82% will meet or exceed on the AIMS Reading. At least 67% will meet the standard and 15% will exceed the standard on the Arizona Instrument to Measure Standards (AIMS). (2010- 82% and 13%) <i>Metrics: AIMS Reading scores</i></p> <p>2.1-3 At least 82% will meet or exceed on AIMS Writing. At least 67% will meet the standard and 15% will exceed the standard on the Arizona Instrument to Measure Standards (AIMS). (2010- 82% and 13%) <i>Metrics: AIMS Writing scores</i></p> <p>2.1-4 At least 52% will meet or exceed on AIMS Science. At least 32% will meet the standard and 20% will exceed the standard on the Arizona Instrument to Measure Standards (AIMS). (2010- 49% and 17%) <i>Metrics: AIMS Science scores</i></p> <p>2.1-5 Due to a second cohort increasing exceeds numbers, the schools z-score will increase from .71 to .85. <i>Metrics: AIMS z-score</i></p>	<ul style="list-style-type: none"> • Analyze 2009 and 2010 AIMS data trends and student data to assist in making curriculum and instruction decisions • AVID strategies will be shared school-wide with particular attention paid to critical reading strategies. • AIMS tutoring sessions will continue • Wednesday meetings will be utilized for collaboration, common assessment, and remediation efforts. • CRTs will shift to common formative assessments to monitor and adjust curriculum as needed. • Departments will identify goals based on desegregated data to support school-wide improvements
<p>Point Person: Administrators/Teachers</p>		<p>Budget/Funding Source:</p>

**BRADSHAW MOUNTAIN HIGH SCHOOL
GOALS 2010-11**

Goal	Objectives/Metrics	Strategies
<p>2.2 The school will develop a professional development plan</p>	<p>2.2-1 Local professional development will focus on creating a common language and shared strategies for success based on the AVID model. <i>Metrics: Agendas and sign in sheets from Wednesday meetings</i></p> <p>2.2-2 Humboldt 101 classes will continue to support instructional goals and language specific to the essential elements of instruction. <i>Metrics: PD publications, agendas, sign-in sheets</i></p> <p>2.2-3 Conference attendance will be based on professional learning community efforts, AP training and core standard development. <i>Metrics: Long-range professional development plan, conference agendas</i></p>	<ul style="list-style-type: none"> • Full faculty PD opportunities will include Cornell notes, IANs, Socratic seminars, and Costa's level of questioning • The instructional specialist will develop courses based on motivation, retention, differentiated instruction, cooperative learning, and an EEI overview • PLC conferences will include Solution Tree Summits and look towards common assessment conferences. RTI will be a future focus. • A full team will attend AVID's summer institute
<p>Point Person: Local Administrators/District Administrators</p>		<p>Budget/Funding Source:</p>

Target Area 3. New Indicators to Determine Success

Goal	Objectives/Metrics	Strategies
<p>3.1 The school will identify key indicators of success that extend beyond AIMS scores and begin to collect baseline data for future analysis.</p>	<p>3.2-1 Baseline data will be collected for AIMS sub-groups, AP enrollment/scores, student attendance rates, faculty attendance rates, graduation rates, dropout rates, AVID statistics and PLAN/EXPLORE/PSAT/SAT/ACT results and enrollment <i>Metrics: statistical data</i></p> <p>3.2-2 The administration will identify tools to use as measures for tracking student participation rates, satisfaction survey results, and college attendance rates. <i>Metrics: Evidence of appropriate measures.</i></p>	<ul style="list-style-type: none"> • Collection and review of data and data points during administrative retreat • Set goals based on data collected • Review measures that can appropriately track statistics
<p>Point Person: Local Administrators and Support Staff</p>		<p>Budget/Funding Source:</p>

**Bradshaw Mountain Middle School
Seventh Grade**

**SMART Goals
2010-11**

2.1 Students will demonstrate proficiency in essential skills in reading, mathematics and science.

2.1-1 Increase annually the number/percentage of students at each grade level who attain proficiency on AIMS reading and math.
Metrics: AIMS scale scores

2.1-2 Increase annually the number of students who demonstrate a year's growth in reading and math.
Metrics: AIMS MAP score

2.1-3 Increase annually the percentage of students in exceeding category of AIMS in reading and math in grades 3-8 and grade 10.
Metrics: AIMS z-score

School SMART Goal	Strategies / Activities
<p>2.1-1 The identified 7th grade students who are +/- 5 points from either moving or sustaining meets, approach, or FFB in the math portion of the AIMS will increase their AIMS score to the next category or not decrease to the lower category with 90 % accuracy. (16)</p> <p>2010/M=32% APP=22% FFB=15%</p>	<p>2010 AIMS Data Analysis Admn & staff analyzed school-wide results and drilled down to specific student data to gain awareness of AIMS results in the Reading and Math STRANDS/CONCEPTS. Analysis then was transferred to SMART Goals</p> <p>Study Island Web-based AIMS preparation and Arizona Standards Mastery Program for math and reading. Program provides diagnostic, formative and summative results. Assessment and remediation is via feedback looping. Guided math activities in structure & logic exercises given by the math department</p>
<p>2.1-1 The identified 7th grade students who are +/- 5 points from either moving or sustaining meets, approached, or FFB in the reading portion of the AIMS will increase their AIMS score to the next category or not decrease to the lower category with 90 % accuracy. (25)</p> <p>2010/M=62% APP=18% FFB=3%</p>	<p>Pre-Advanced Placement English & Mathematic classes Goal of these classes is to enrich the instruction to keep the higher performing students challenged with course content and prepare them to move into AP classes in 8th grade Student success plans to increase accountability in students' own learning in the area of mathematics & reading</p>

**Bradshaw Mountain Middle School
Seventh Grade**

<p>2.1-2 – Goal achievements in scale score and z-score focus will increase MAP AIMS score.</p> <p>2.1-3 The identified 7th grade students who are in the ‘Meets’ Math bracket of the AIMS will increase to the ‘EXCEEDS’ bracket with 83% accuracy. (5/6)</p> <p>2010/EXC = 31% M=32%</p> <p>2.1-3 The identified 7th grade students who are in the ‘Meets’ Reading bracket of the AIMS will increase to the ‘exceeds’ bracket with 85% accuracy. (6/7)</p> <p>2010/EXC = 6% M=62%</p>	<p>Special Education leveled instruction in the math content area as per IEP and quarterly data reports</p> <p>AIMS Intervention with a focus on structure and logic during 2nd and 4th Tuesday of each month</p> <p>AIMS Intervention with a focus on expository texts during the 1st and 3rd Tuesday of each month</p> <p>Mathematics Quizzettes for frequent formal assessment to reteach and/or plan individual instruction</p> <p>Extended Day - 9th period from 2:20-3:00 pm.</p> <p>Individual teachers available for individual student tutoring in areas needing remediation or catching up due to absence.</p> <p>Math RTI (response to intervention)</p> <p>Student selection based on CRT and AIMS data. Daily AIMS intervention using scientific-based strategies to increase math understanding and computation.</p> <p>Special Education leveled instruction in the reading content area as per IEP and quarterly data reports</p> <p>AVID Tutorials and skills</p> <p>Mark the Text</p> <p>Socratic Seminars</p> <p>Cornell Notes</p> <p>Interactive notebooks</p> <p>Quizzettes in the area of language arts for frequent formal assessment to reteach and/or plan individual instruction</p> <p>Cross-curricular Teaching</p> <p>Exploratory classrooms will implement identified math and reading strands/concepts within their curriculum</p> <p>Reading strategies in READING strand 3 in all 7th grade classrooms</p> <p>Math strategies in MATH strands 1 and 3 in all 7th grade classrooms</p>
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**Bradshaw Mountain Middle School
Eighth Grade**

**SMART Goals
2010-11**

2.1 Students will demonstrate proficiency in essential skills in reading, mathematics and science.

2.1-1 Increase annually the number/percentage of students at each grade level who attain proficiency on AIMS reading and math.
Metrics: AIMS scale scores

2.1-2 Increase annually the number of students who demonstrate a year's growth in reading and math.
Metrics: AIMS MAP score

2.1-3 Increase annually the percentage of students in exceeding category of AIMS in reading and math in grades 3-8 and grade 10.
Metrics: AIMS z-score

School SMART Goal	Strategies/ Activities
<p>2. 1-1 There will be a 5% increase in the number of the 8th grade math students taking the AIMS test moving from approaches to meets. 2010/ APP 15% M 37%</p>	<p>2010 AIMS Data Analysis Admn & staff analyzed school-wide results and drilled down to specific student data to gain awareness of AIMS results in the Reading and Math STRANDS/CONCEPTS. Analysis then was transferred to SMART Goals Pre-Advanced Placement English & Mathematic classes Goal of these classes is to enrich the instruction to keep the higher performing students challenged with course content and prepare them to move into AP classes in high school. Study Island - Web-based AIMS preparation and Arizona Standards Mastery Program for math and reading. Program provides diagnostic, formative and summative results. Assessment and remediation is by feedback looping. AIMS Intervention - <u>Walk to the Expert</u> Quarter 1- Ryan & Hilary Number Sense Jim Division Gail & Rick Measurement Mark ½ to .50 to 50% Linda & Alethea Grammar/Simple Sentence Structure Sarah Organization (Getting & Staying)</p>
<p>2. 1-2 There will be a 3% increase in the number of 8th grade students demonstrating a</p>	

**Bradshaw Mountain Middle School
Eighth Grade**

<p>year's growth on the AIMS math test for all categories.</p> <p>2010/EXC27% M37% APP15% FFB22%</p> <p>There will be a 3% increase in the number of 8th grade students demonstrating a year's growth on the AIMS reading test – in all categories.</p> <p>2010/EXC 7% M69% APP17% FFB4%</p>	<p>Second quarter, the rotation shall continue with "New areas of Expertise" that can be measured to fit into the SMART Goal data.</p> <p>Identification of most likely to exceed students</p> <p>List of Math and Reading students made from last year's AIMS data and shared among team members at 9-29 meeting.</p> <p>DEAR (drop everything and read) Every Tuesday for 15 minutes in AIMS Intervention. Silent Sustained Reading in book of choice by students w/ comprehension & vocabulary strategies utilized</p> <p>Math RTI (response to intervention) Student selection based on CRT and AIMS data. Daily AIMS intervention using scientific-based strategies to increase math understanding and computation.</p> <p>Extended Day - 9th period from 2:20-3:00 pm. Individual teachers available for individual student tutoring in areas needing remediation or catching up due to absence.</p>
<p>2. 1-3</p> <p>There will be a five percent (5%) increase in the total percentage of the 8th grade students who EXCEED in math.</p> <p>2010/EXC 27% M 37%</p>	<p>AVID Tutorials and skills</p> <p>Mark the Text</p> <p>Socratic Seminars</p> <p>Cornell Notes</p> <p>Interactive notebooks</p> <p>Quizzettes and Remediation</p> <p>Short Quizzes- specific and limited in content.</p> <p>Used as Formative Assessments of student learning.</p>
<p>There will be a ten percent (10%) increase in the total percentage of the 8th grade students who EXCEED in Reading.</p> <p>2010/ EXC 7% M 69%</p>	<p>Cross-curricular Teaching</p> <p>Exploratory classrooms will implement identified math and reading strands/concepts within their curriculum</p> <p>Student success plans to increase accountability in students' own learning in the area of mathematics</p> <p>Special Education leveled instruction in the math content area as per IEP and quarterly data reports</p> <p>Special Education leveled instruction in the reading content area as per IEP and quarterly data reports</p>

Glassford Mill School
7th Grade

SMART Goals
2010-11

2.1 Students will demonstrate proficiency in reading, writing and mathematics.

2.1-1 Increase annually the number/percentage of students at each grade level who attain proficiency on AIMS reading and math.

Metrics: AIMS scale scores, Reading Counts and CRTs

2.1-2 Increase annually the number of students who demonstrate a year's growth in reading and math.

Metrics: AIMS MAP score, Reading Counts pre/post assessment, CRTs

2.1-3 Increase annually the percentage of students in exceeding category of AIMS in reading and math in grades 3-8 and grade 10.

Metrics: AIMS z-score

School SMART Goal	Strategies / Activities
<p>The percentage of students will improve Strand 3 Comprehending Informational Text, Concept 2 Functional Text from last year's AIMS score of 3.3 out of a possible 6 to 4.5 out of a possible 6 by May 2011. This will support an increase of students that meet and exceed from last year's AIMS scores of 7.1% meeting and exceeding to 78%.</p> <p>During the 2011 school year, GHMS will increase the percentage of students who meet and exceeded on the Writing AIMS 2010 from 66% to 72% with specific focus on Ideas, Organization, and Conventions.</p>	<ol style="list-style-type: none"> 1. Practicing with informational text across the curriculum in core and ACE classes, students will be exposed to a wider variety of reading materials and strategies. 2. Teachers will learn research based instructional strategies (example-Marzano) in their professional learning communities and consistently implement in their classrooms evidenced by their lesson planning, walk throughs and the HUSD evaluation tool. 3. Using specific selected informational text pieces from AVID resources, students will practice and be with teacher designed CHECKPOINTS on their ability to predict text, generate questions, and making real life connections to their reading. 4. Using Study Island to support increased rigor in creating CHECKPOINTS in all areas of reading, writing, and math. 5. Given pre assessments, select students will receive specific additional instruction to support this strand through WALK TO THE EXPERTS during their ACE class. Each specific skill taught will be pre/post tested to measure student growth and improvement. <ol style="list-style-type: none"> 1. Students will practice writing using grade level prompts to be scored with 6 Traits Holistic Writing Rubric. 2. Students will practice their writing skills across the curriculum using the instructional strategy of Quick Writes. 3. Using samples of rigorous questions develop organization and Ideas based on 6 Traits lessons with assessments.

Glassford Mill School
7th Grade

<p>4. Develop CHECKPOINTS for specific concepts taught during a specific period of time. Offer additional instruction and reteaching with the development of WALK TO THE EXPERTS during ACE class.</p> <ol style="list-style-type: none"> 1. Develop CHECKPOINTS for specific concepts taught during a specific period of time. Offer additional instruction and reteaching with the development of WALK TO THE EXPERTS during ACE class. 2. Using Study Island, math teachers will increase higher level thinking through hands on partner opportunities for students to develop inquiry, rigor and practice team building with Friday Problems. <p>Note: Would like to explore capital investment of Study Island for site licenses for teachers to use for additional rigor in reading, writing, math and science.</p>	<p>During the 2011 school year, GHMS will increase the percentage of students who meet and exceeded on the Math AIMS 2010 from 48% to 54% specifically in the area of Number Sense and Operations, Data Analysis, Probability & Discrete Math, and Geometry</p>
<p>Responsible Person: Kristen Rex</p>	<p>Budget/Funding Source:</p>

Glassford Hill School
8th Grade

SMART Goals
2010-11

2.1 Students will demonstrate proficiency in essential skills in reading, mathematics and science.

- 2.1-1 Increase annually the number/percentage of students at each grade level who attain proficiency on AIMS reading and math.
Metrics: AIMS scale scores
- 2.1-2 Increase annually the number of students who demonstrate a year's growth in reading and math.
Metrics: AIMS MAP score, Reading Counts pre/post assessment
- 2.1-3 Increase annually the percentage of students in exceeding category of AIMS in reading and math in grades 3-8 and grade 10.
Metrics: AIMS z-score
- 2.1-4 Increase annually the percentage of students demonstrating proficiency in science standards.
Metrics: AIMS 8th Grade Science data

School SMART Goal	Strategies / Activities
<p>The percentage of students will improve Strand 3 Comprehending Informational Text, Concept 2 Functional Text from last year's AIMS score of 4.8 (73%) to 5.6 (80%) by May 2011.</p> <hr/> <p>During the 2011 school year, GHMS will increase the percentage of students who meet and exceeded on the Science AIMS 2010 from 54% to 60% specifically</p>	<ol style="list-style-type: none"> 1. Practicing with informational text across the curriculum in core and ACE classes, students will be exposed to a wider variety of reading materials and strategies. 2. Teachers will learn research based instructional strategies (example-Marzano) in their professional learning communities and consistently implement in their classrooms evidenced by their lesson planning, walk throughs and the HUSD evaluation tool. 3. Using specific selected informational text pieces from AVID resources, students will practice and be with teacher designed CHECKPOINTS on their comprehension of a selected reading. 4. Using Study Island to support increased rigor in creating CHECKPOINTS in all areas of reading, writing, and math. 5. Given pre assessments, select students will receive specific additional instruction to support this strand through WALK TO THE EXPERTS during their ACE class. Each specific skill taught will be pre/post tested to measure student growth and improvement. <hr/> <ol style="list-style-type: none"> 1. Students will practice observations, questions and generating hypothesis across the curriculum. Creating a community service project through their ACE class to support a local community problem and service learning project to be showcased at

Glassford Mill School
8th Grade

in the area of Science-Strand 1 Inquiry Process, Concept 1 Observations, Questions, Hypothesis (generating a testable hypothesis and formulating questions).

the Spring Spectacular May 2011.

2. Students will practice observation, questioning and generating hypothesis in math with inquiry based problems.
 3. Science and Language Arts classes will integrate observations, questions and generating hypothesis to develop reading and writing skills using 6 Traits holistic rubric on specific assessed assignments.
 4. All 8th grade students will receive specific additional instruction in developing the ability to choose the correct graph for representing information (line graph, stem & leaf plot, bar graph and histogram) through designed lessons in their ACE classes.
 5. Using samples of rigorous questions develop science based inquiry lessons with assessments.
1. Develop CHECKPOINTS for specific concepts taught during a specific period of time. Offer additional instruction and reteaching with the development of WALK TO THE EXPERTS during ACE class.
 2. Using Study Island, math teachers will increase higher level thinking through hands on opportunities for students to develop inquiry and practice team building with Friday Problems.

Note: Would like to explore capital investment of Study Island for site licenses for teachers to use for additional rigor in reading, writing, math and science.

During the 2011 school year, GHMS will increase the percentage of students who meet and exceeded on the Math AIMS 2010 from 59% to 64% specifically in the area of Number Sense and Operations, Data Analysis, Probability & Discrete Math, and Geometry

Responsible Person: Kristen Rex

Budget/Funding Source:

Coyote Springs Elementary School

SCHOOL GOAL PLAN 2010/2011

A balanced, comprehensive approach to learning is the purpose of this plan. All action steps are components of a balanced program.

We believe:

Our Mission Statement

The C.S.E.S. Community will collaborate to increase student achievement through standards based instruction, effective use of data, and differentiated learning.

At C.S.E.S., we hold ourselves accountable to make a positive and significant difference in the lives of students as demonstrated in high academic achievement and responsible behavior. Our plan consists of the following interconnected educational clusters: curriculum, instruction, climate/culture, and resources.

Curriculum

- Develop curriculum that reflect Arizona State Standards.
- Develop yearly curriculum maps for Mathematics and Language Arts at all grade levels that include assessments aligned with state standards.
- Develop a balanced literacy program that meets the needs of all learners.

Instruction

- Strive to improve instructional effectiveness.
- Engage in ongoing professional development and collegial learning activities.
- Maintain high expectations for quality instruction.
- Monitor the learning process closely.
- Provide additional academic support programs to all at-risk students.

Climate and Culture

- Emphasize the importance of learning.
- Discipline in a firm, fair, and consistent manner.
- Create a climate that is pleasant, comfortable, and safe for teaching and learning.
- Provide incentives and rewards to build strong student and staff motivation.
- Create strong parent and community partnerships.

Coyote Springs Elementary School

SCHOOL GOAL PLAN 2010/2011

At CSES Literacy is the foundation for learning.

Everyone needs to be a lifetime reader and model reader.

- Parents (significant others) play a major role in early literacy. Parents should read to their child, and provide a variety of enriching experiences.
- Teachers should value and use students' prior knowledge and experiences to enhance literacy
- Students expand their world view through reading and writing; it touches the heart and teaches the mind.

Everyone can learn to read.

- Teachers should use a variety of teaching strategies to accommodate all children.
- Teachers must intervene early to ensure all students' success.
- Staff development is critical to a literacy program.
- Reading and writing instruction should emphasize a balanced approach to teaching and should include: phonics, reading strategies, authentic writing, vocabulary building, and comprehension in all genres.
- Students must learn to access and use a variety of information.

The more students read & write students, the better they become; time on task is critical.

- Everyone can learn to enjoy reading and writing.
- Teachers must read to students daily.
- Students should be reading meaningful text daily.
- Students must write meaningful text everyday.
- Teaching reading and writing is the responsibility of all teachers, parents and community leaders.

Coyote Springs Elementary School

SCHOOL GOAL PLAN

2010/2011

Definition of Literacy

Literacy is knowing how to read and write well enough to function in a literate society and being able to apply this knowledge whenever needed.

Literacy is constructive

Readers use their existing knowledge-what they already know-to construct an understanding of text. Writers use existing knowledge to construct a meaningful text.

Literacy is fluent

Readers and writers master basic processes to the point where the processes are automatic.

Literacy is strategic

Readers and writers are aware of their purpose for reading and writing, the nature of the material, and whether what they read or write makes sense.

Based on their awareness, readers and writers have strategies or plans to help them solve problems or construct meaning before, during, and after reading and writing.

Literacy is motivated

Readers and writers find written material interesting and informative. Readers and writers believe that they are capable of reading and writing to communicate effectively with others.

Literacy is a lifelong pursuit

Readers and writers continuously practice, develop, and refine their reading and writing.

Coyote Springs Elementary School

SCHOOL GOAL PLAN

2010/2011

ACTION PLAN #1A-Language Arts Block

Goal: A balanced, comprehensive approach to instruction.

Objectives:

- A strong phonics component taught in a meaningful context will be included in each classroom, especially at the primary grade.
- Each teacher will differentiate based on content and pacing.
- Rainbow words will be taught (sight words).
- Fluency will be monitored.
- Reading comprehension strategies will be emphasized.
- Writing skills will be taught including writing process, spelling, grammar, and handwriting.
- Vocabulary development will be intense and meaningful.
- Comprehension skills will be explicitly taught using the current methodology.
- Strategies for attacking and understanding both fictional and informational text will be taught.

ACTION STEPS	ASSIGNMENT MONITORED BY	TOOLS AND/OR METHODS	ASSESSMENTS USED	COMPLETE
1. Phonics methods will be used that are compatible with the district reading series.	Teachers Principal Reading Coach	Phonogram Cards Reading Series Skill Builders	Phonogram Spelling Test Houghton Mifflin Phonics Test	Ongoing
2. C.S.E.S. will use the district adopted reading series as a resource to teach skills.	Principal will ensure teachers' adequate and thoughtful planning.	Leveled / Phonics / Vocabulary Readers Spelling Lists Activity Centers	Theme Tests Spelling Test	2010-11
3. Each teacher will record growth in rainbow words.	Teachers	Rainbow Books #1-5	Place on Recording Sheet	Focus 09/10
4. Fluency will be monitored.	Teachers Title I Principal Reading Coach	Timed Reading Passages Student Goal Setting	Dibels Skill Builders Running Records AR	Ongoing

Coyote Springs Elementary School

SCHOOL GOAL PLAN 2010/2011

5. C.S.E.S. will differentiate instruction in small group settings based on needs.	Teachers Principal Reading Coach	Reading Groups Activity Centers Honors	Ongoing	Focus 09/10
6. All teachers will incorporate writing process strategies.	Principal Teachers Reading Coach	Direct Instruction Writing Center The Writing Process 6-Traits	Ongoing 6-Trait Writing Rubric	Ongoing
7. Teachers will demonstrate a conscious and ongoing effort to systematically teach vocabulary. (Methods such as: word walls, word sorts, and visuals will be used to teach vocabulary).	Teachers Principal Reading Coach	Oral Reading by Teacher Santa Maria Bonita Website Pictures Focused Vocabulary in and out of context. Houghton Mifflin. Spelling/Vocab. Booklet	Ongoing Theme Test	Focus 09/10
8. Comprehension skills will be taught using strategies that access student's prior knowledge and help students process information before, during, and after reading	Teachers Principal Reading Coach	Think Alouds Teacher Modeling Graphic Organizers Comprehension Strategy Cards	Theme Tests Colored Benchmark Assessments Star Test	Focus 09/10
9. A wide variety of text will be used for reading instruction that includes both fiction and non-fiction.	Teachers Principal Reading Coach	AR Readers Guided Reading Lab	AR Quizzes	Focus 09/10
10. Reading curriculum will be matched to pacing guides and aligned to standards.	Principal Teachers Reading Coach	Posted in classroom and used as guides.	Colored Coded Assessments	Complete
11. All teachers will do guided reading.	Principal Reading Coach	HM Leveled Readers Guided Reading Lab	Multiple	Ongoing

Coyote Springs Elementary School

SCHOOL GOAL PLAN

2010/2011

ACTION PLAN #1B-Math Improvement

Goal: A balanced, comprehensive approach to instruction.

Objectives:

- A strong mathematical foundation will be the focus of lessons
- Lessons will be taught in a meaningful context as much as possible
- Each teacher will differentiate based on content and pacing.
- Timed Tests will be given
- Basic Math Facts will be monitored
- Where possible supplementary material will be used to focus on current AZ Standards.
- Mathematical vocabulary development will be intense and meaningful.
- Strategies for attacking and understanding word problems will be taught.

ACTION STEPS	ASSIGNMENT MONITORED BY	TOOLS AND/OR METHODS	ASSESSMENTS USED	COMPLETE
1. C.S.E.S. will use the district adopted math curriculum of SAXON to teach skills.	Principal will ensure teachers' adequate and thoughtful planning.	Direct Instruction Guided and Independent Practice	Time Tests District CRT's	2010-11
2. C.S.E.S. will differentiate instruction in small group settings based on needs.	Teachers Principal Reading Coach	Math Groups Activity -Centers Honors Classes	Ongoing	Focus 09/10
3. Teachers will demonstrate a conscious and ongoing effort to systematically teach math vocabulary. (Methods such as: word walls and visuals will be used to teach vocabulary).	Teachers Principal Reading Coach	Oral Reading by Teacher Pictures Focused Vocabulary in and out of context.	Vocabulary Tests CRT's	Focus 09/10

Coyote Springs Elementary School

SCHOOL GOAL PLAN
2010/2011

ACTION PLAN #2- Targeted Intervention

<p>Goal: Each elementary school will set aside "sacred time" for the teaching of reading and writing.</p>				
<p>Objectives:</p> <ul style="list-style-type: none"> • Time will be uninterrupted, organized time. The Reading series, writing, guided reading, self-selected reading, working with words, shared reading, read alouds, and explicit skill instruction will occur in this time period. • Schools will all have a common understanding of the time frame for each of the activities that are to occur during this period. • Skills and themes developed during this reading time will be extended throughout the day during other content areas. • All teachers will reserve two hours of the school day for reading instruction. 				
ACTION STEPS	ASSIGNMENT MONITORED BY	TOOLS AND/OR METHODS	ASSESSMENTS USED	COMPLETE
1. CSES will review schedules to identify and remove any obstacles to this reading time.	Teachers Principal Reading Coach Title I Staff	Review of Schedule Ensure no Pullouts	Review Master Plan	Focus 09/10
2. CSES will agree on a reasonable time to ensure a 90-minute reading block with 40 minutes of differentiation (i.e. Walk to Read)	Staff Principals	Houghton Mifflin Voyager Read Naturally Phonics for Learning	Review Master Plan	Ongoing
3. Teachers will plan for extensions of reading instruction for all learning levels, especially during WTR for benchmark students.	Teachers Principals	Houghton Mifflin Series Accelerated Reader	HM Theme Test Star Testing	Ongoing
4. Schools will refrain from scheduling "special" exceptions that conflict with time.	Principal	Master Calendar	n/a	Ongoing

Coyote Springs Elementary School

SCHOOL GOAL PLAN 2010/2011

5. Students will be identified for interventions by using multiple assessments	Title I Team Teachers CST	Scheduled Time to Test	Dibels HM STAR AR Lexia / Reading Plus	Ongoing
5. Title I classroom # 1 will pull out 12-15 of the most intensive students per grade level during the scheduled intervention block.	Title I Teacher	Voyager Bridges	Voyager assessments	Ongoing
6. Title I classroom #2 will pull out 12 -15 students for added support during the scheduled intervention block.	Reading Coach	Voyager Phonics for Learning Read Naturally Rainbow Words Lexia / Reading Plus / Education City	Multiple Assessments	Ongoing

Coyote Springs Elementary School

SCHOOL GOAL PLAN
2010/2011

ACTION PLAN #3-Lesson Effectiveness (Student Engagement)

GOAL: All teachers will demonstrate thorough planning using clear lesson plans which incorporate the State Core Curriculum requirements.

Objectives:

- Teachers need to provide daily explicit reading instruction for all students.
- Teachers should design intervention strategies for student who need help learning to read & write.
- Teachers will use a district lesson plan format to plan classroom instruction.
- Lesson plans will be designed to help teachers think carefully about instruction, and not to burden the teacher with excessive, unnecessary time.
- Coordination will occur within grade levels and schools.
- Plans will reflect purposeful use of the new district adopted reading series.

ACTION STEPS	ASSIGNMENT MONITORED BY	TOOLS AND/OR METHODS	ASSESSMENTS USED	COMPLETE
1. Teachers will have daily lessons plans that clearly show activities for the literacy block of time, objectives will be posted.	Principals Teachers	Lesson plans on desk for walk-throughs. Purple Objectives will be posted and clipped.	Walk-Through's	Ongoing
2. Weekly grade level meetings will be scheduled to allow teachers to meet and coordinate lessons.	Teachers Principal	Grade Level Planning / notes turned into the office.	Review Agendas	Ongoing
3. Lessons will be flexible enough to allow for differentiation and individual intervention activities for students needing add'l. help.	Teachers - Principal	Grade Level Planning / notes turned into the office.	Walk-Through's	Ongoing
4. Teachers will develop strategies to keep students focused and involved in their learning.	Principal Reading Coach	DI and RTI Strategies PD		Ongoing

Coyote Springs Elementary School

**SCHOOL GOAL PLAN
2010/2011**

ACTION PLAN #4-Teacher Inservice

GOAL: All teachers, principals, and staff will participate in a strong inservice program with an emphasis on teaching skill improvement.				
ACTION STEPS	ASSIGNMENT MONITORED BY	TOOLS AND/OR METHODS	ASSESSMENTS USED	COMPLETE
Objectives: <ul style="list-style-type: none"> • A coordinated program of staff development will ensure each teacher access to needed information. • District & school administration, and teachers will become avid readers of current research and children's literature. Program decisions will result from this reading and discussion. • Staff development will include an ongoing component of demonstration teaching provided by state/district approved consultants. • Use of school and district personnel with reading expertise to provide inservice and classroom support will be enhanced. 				
1. CSES will develop a plan to evaluate and discuss inservice attended.	Professional Development Committee	Monthly Meetings	Minutes Recorded Surveys	Ongoing
2. Inservice training for the year will be scheduled including: <ul style="list-style-type: none"> • Student Engagement • Questioning Strategies • Kagan Strategies for grouping • Writing Student Friendly Objectives • Intervention Strategies • Assessments 	Principal	Surveys and exit interviews	PD Evaluations	Ongoing
3. Staff, principals, and teachers will attend inservice sessions.	Principal	Sign-In Sheets	Follow-through in classrooms. Walk-Through's	Ongoing
4. Principal and Teachers will read and discuss current research.	Principal	Hand-Outs	Follow-through in classrooms. Walk-Through's	Ongoing

Coyote Springs Elementary School

SCHOOL GOAL PLAN
2010/2011

5. Demonstration teaching opportunities will be scheduled in each class throughout the year.	Reading Coach Principal	Reading Coach and/or Teacher Modeling	Observations Walk-Through's	Ongoing
6. A list of teachers who could provide inservice and classroom support will be compiled.	Principal	Interest and Expertise	n/a	List complete by Aug. 09
7. Assign teams of teachers to perform staff development.	Principal	Varied	n/a	Ongoing
8. Evaluation of inservice implementation during the school year.	Principal - Reading Coach - Professional Development Team	Coordinate Professional Development	PD Evaluations Walk-Through's	Ongoing

Coyote Springs Elementary School

SCHOOL GOAL PLAN
2010/2011

ACTION PLAN #5-Other Supports

GOAL: Other supports for the district literacy program will be continued and strengthened.				
Objectives:				
<ul style="list-style-type: none"> The Accelerated Reading Program will be used to encourage student independent reading practice. The Title I (Intervention) Reading Program will expand and continue to support readers. Classrooms and schools will feature a print rich environment. Supplemental programs will support the reading plan. 				
ACTION STEPS	ASSIGNMENT MONITORED BY	TOOLS AND/OR METHODS	ASSESSMENTS USED	COMPLETE
1. Accelerated Reader will be reviewed to ensure its proper role of encouraging student independent practice. AR will not supplant reading instruction.	Principals Title I Lead Teachers	AR and Star Report	STAR	Reports will be reviewed quarterly and turned in to Principal.
2. Teachers will set and review AR goals for each student quarterly.	Teachers Principal	AR and Star Reports	STAR	Reports will be reviewed quarterly and turned in to Principal.
2. CSES will analyze their budgets and schedules to determine if Title I Voyager can be used and/or expanded.	Principal Title I Teacher	Review Budget	\$\$\$\$	Summer
3. School budgets will support the expansion of Guided Reading Library. A plan for purchasing will be developed.	Principal Media Specialist	Review of materials	\$\$\$\$	Spring
4. Schools will analyze school libraries to determine improvements and set goals accordingly.	Media Specialists	Review of materials	\$\$\$\$	Spring

Coyote Springs Elementary School

SCHOOL GOAL PLAN 2010/2011

<p>5. All staff will look for ways to increase student exposure to print in the school. Classrooms will have a rich assortment of literature (magazines, newspapers, essays, poetry, drama, novels, biographies, advertisements, short stories, trade books, etc.)</p>	<p>Principals Teachers</p>	<p>Curriculum PTO Funds / Grants</p>	<p>Walk-Through's</p>	<p>Ongoing</p>
<p>6. Every opportunity to display children's work will be pursued.</p>	<p>Principals Teachers</p>	<p>Bulletin boards, walls etc.</p>	<p>Walk-throughs</p>	<p>Ongoing</p>
<p>7. Supplemental instruction programs will be analyzed and redefined to ensure they support the district reading plan, and employ best practices identified in research.</p>	<p>Principal Teachers Title I Reading Coach Reading Leadership Team</p>	<p>Houghton Mifflin – Voyager – AR – Read Naturally – Phonics for Learning – Lexia – Reading Plus</p>	<p>Multiple assessments Data Collection on student improvement</p>	<p>Ongoing</p>

Coyote Springs Elementary School

**SCHOOL GOAL PLAN
2010/2011**

ACTION PLAN #6-Parental Involvement

GOAL: Parents will become active partners with their school to support their students' literacy growth.				
ACTION STEPS	ASSIGNMENT MONITORED BY	TOOLS AND/OR METHODS	ASSESSMENTS USED	COMPLETE
Objectives: <ul style="list-style-type: none"> Parents will read with their child each night for a minimum of 20 minutes. Parents will provide their child with a safe and supportive home environment. Parents will provide space and time for homework. Parents will support the school literacy program by participating in activities, meetings, communication, and assignments regarding their child's progress. Schools will be a resource for parents to help their student become a better reader. Teachers will share timely, meaningful information with parents about their child's progress. 				
1. CSES will have a plan to encourage and track students' reading at home each night.	Principals Teachers Parents	Reading Logs	Log	Ongoing
2. CSES will disseminate parenting information to all parents.	Teacher Title I Teacher Reading Coach	Research-based Reading Instruction	Monthly Teacher Newsletters	Quarterly
3. CSES will form an active parent group.	Principal Parents	Meetings Monthly PTO School Site Council	Minutes Recorded	Monthly
4. CSES will clearly communicate student progress to parents on a regular basis. Schools will also actively recruit parents to participate in all school/home activities	Teachers Title I Teacher	Progress Reports Report Cards PASS	Collected and filed	Ongoing

Coyote Springs Elementary School

SCHOOL GOAL PLAN
2010/2011

<p>5. CSES will initiate support to parents who have children who read below, on or above level. Support will include and not be limited to: materials, information, extra instructional time.</p>	<p>Teachers Reading Coach Title I Teacher</p>	<p>Curriculum / Books Web-Sites Education City</p>	<p>Collecting Multiple Assessments to identify struggling students. DIBELS Data AIMS Data</p>	<p>Ongoing</p>
<p>6. CSES will help parents learn how to promote their child's reading at home by holding a parent inservice or by other deliberate, effective means.</p>	<p>Teachers Principal Reading Coach Title I Teacher</p>	<p>Parent Trainings Newsletters</p>	<p>Monthly Newsletters</p>	<p>Tied toEVENTS!!!!</p>

Coyote Springs Elementary School

SCHOOL GOAL PLAN

2010/2011

ACTION PLAN #7- Assessment

GOAL- CSES will implement an ongoing student and reading program assessment plan, including formative and summative measures.

Assessment of student performance is essential to good instruction. Use of multiple assessment methods gives a more complete picture of student literacy. Documented improvement in students' performance is the only meaningful indicator of program success. All elements of this plan are aimed at helping students improve their performance in a variety of literacy settings

Objectives:

- CSES will monitor success of each school's reading program through data. When indicators show students are not making adequate progress, teams will meet with principals, staff and communities to ensure needed changes. Summative testing will include: Theme Tests, Benchmark Assessments, CRT's for all elementary grades, State Test, and Writing Assessment.
- School & classroom ongoing formative assessments that will drive instructional decisions will include: writing samples; running records-primary grades, Informal Reading Inventory, Principals will monitor to ensure formative assessments are taken as to plan.
- Other formative assessments (including the STAR assessment-grades 1-5, once per quarter) can be selected by each school and/or teacher to show other indications of student achievement.

ACTION STEPS	ASSIGNMENT MONITORED BY	TOOLS AND/OR METHODS	ASSESSMENTS USED	COMPLETE
1. Teacher Evaluation will be based on focused assessments, formal and informal evaluations.	Principals Reading Coach	Data Walk-throughs	Walk-Through's Teacher Evaluation Instrument	Review of data will be quarterly
1. Administration of State Test to each grade 2-6	Teachers Principal	State Test	State Test	Spring
2. Administration and preparation of State standards test	Teachers Principal Reading Coach	State Standards Buckle Down	Color-Coded Standards Benchmark CRT'S	Ongoing, Tested Quarterly
3. Administration & scoring of the Writing Assessment.	Teachers Principal Reading Coach	Writing Samples	Writing Rubric	Quarterly

Coyote Springs Elementary School

SCHOOL GOAL PLAN
2010/2011

4. Determination of how writing samples will be prompted, collected, and scored.	Teachers Principal	Calendar	n/a	Turned in Quarterly
5. Collection of writing samples.	Principal Teachers	n/a	n/a	Collected Quarterly
6. Administration of assessments.	Teachers Principal Reading Coach SWAT Team	n/a	Dibels CCS CRT's HM	Quarterly
7. Administration of STAR assessment	Principal Computer Lab Teacher	Computer Lab	STAR	Quarterly

**GRANVILLE ELEMENTARY SCHOOL
BOARD GOALS 2010-2011**

Target Area 2. Curriculum, Instruction & Professional Development

Goal	Objectives/Metrics	Strategies
<p>2.1 Students will demonstrate proficiency in essential skills in reading, writing, mathematics and science.</p>	<p>2.1-1 Increase annually the number/percentage of students at each grade level who attain proficiency on AIMS reading and math. <i>Metrics: AIMS scale scores</i></p> <p>READING - By the end of the 2010-2011 school year:</p> <p>87% of our <u>2nd</u> grade students will achieve a scale score of 598-717 or above in reading on the Stanford 10 Achievement Test. 09-10 Reading 2nd Grade Stanford 10 - scale scores represent 70-100% accuracy.</p> <p>89% of our <u>3rd</u> grade students will score at meets or exceeds in reading. 09-10 Reading 2nd Grade Stanford 10; 2010 3rd Grade Gates-MacGinitie scale scores 3rd Grade Teacher projections</p> <p>90% of our <u>4th</u> grade students will score at meets or exceeds in reading. 09-10 Reading 3rd Grade AIMS = 86% M/E 4th Grade Teacher projections</p> <p>87% of our <u>5th</u> grade students will score at meets or exceeds in reading. 09-10 Reading 4th Grade AIMS = 83% M/E 5th Grade Teacher projections</p>	<p>District Strategies</p> <ul style="list-style-type: none"> Analyze 2010 AIMS, DIBELS, and Gates-MacGinitie data trends and student data to assist in making curriculum and instruction decisions Principals will lead grade-level, department, and 7-12 continuum meetings to analyze data, determine research-based strategies and follow through on their implementation in the classrooms. Each school will establish SMART goals and metrics based on school data. <p>Strategies Specific to Granville Elementary</p> <p>Reading -</p> <ul style="list-style-type: none"> GES teachers will regularly meet in grade level meetings to analyze data and determine goals in the areas of reading, writing, math, and science. We will use scale scores as often as possible to assist us in determining if we are making a year's growth in each student's achievement. Continue the professional development focus of learning and applying the higher-level comprehension strategies introduced in the book, <i>Strategies That Work</i>. All teachers now have a copy of this book and are expected to implement the comprehension strategies. Continue book club and weekly action research with <i>Strategies That Work</i>. The focus for this book club is to apply the strategies to informational text.

GRANVILLE ELEMENTARY SCHOOL
BOARD GOALS 2010-2011

	<p>85% of our 6th grade students will score at meets or exceeds in reading. 09-10 Reading 5th Grade AIMS = 78% M/E 6th Grade Teacher projections</p> <p>By the end of the 2010-2011 school year, we will decrease the number of students in the falls far below category to zero.</p> <p>WRITING - By the end of the 2010-2011 school year: 86 % of our 5th grade students will score in the meets or exceeds category in writing. 09-10 5th Grade Writing AIMS = 84% M/E 5th Grade Teacher projections based on 2010 GES site writing prompts</p> <p>85% of our 6th grade students will score in the meets or exceeds category in writing. 09-10 5th Grade Writing AIMS = 84% M/E 6th Grade Teacher projections based on 2010 GES site writing prompts</p> <p>MATH - By the end of the 2010-2011 school year: 86% of our 2nd grade students will achieve a scales score of 573-672 or above in math on the Stanford 10 Achievement Test.</p>	<ul style="list-style-type: none"> • Utilize the Title I teachers to provide interventions when recent data indicates students' ORF, retell, and/or comprehension skills are deficient. • Continue to have Reading Coach work with teachers regarding how to <u>differentiate instruction</u> to accommodate students who are currently scoring above and below grade level. • Strengthen students' <u>vocabulary skills</u> in order to boost comprehension skills by purchasing and using Marzano's book, <i>Building Academic Vocabulary</i>. • Vocabulary lists of key academic words at each grade level for language arts terms, math terms, and science terms will be used to build vocabulary in the content areas and reinforce comprehension skills. • Teachers explicitly model and explain strategies or skill focus for lessons through shared reading, read-alouds, and think-alouds. • Provide <u>additional reading experiences</u> for students through before-school book clubs. These are self-selected and sponsored by teachers before school. • Use <u>reading response journals</u> to help students make connections between reading and writing. • Use <u>common formative reading assessments</u> at least twice before the quarterly CRT to determine student progress in reading.
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GRANVILLE ELEMENTARY SCHOOL
BOARD GOALS 2010-2011

	<p>09-10 2nd Grade Math Stanford 10 - scale scores represent 70-100% accuracy</p> <p>At least 85% of our 3rd grade students will score at meets or exceeds in math. 09-10 2nd Grade Stanford 10 3rd Grade Teacher projections</p> <p>At least 84% of our 4th grade students will score at meets or exceeds in math. 09-10 3rd Grade Math AIMS = 80% M/E 4th Grade Teacher projections</p> <p>At least 84% of our 5th grade students will score at meets or exceeds in math. 09-10 4th Grade Math AIMS = 77% M/E 5th Grade Teacher projections</p> <p>At least 85% of our 6th grade students will score at meets or exceeds in math. 90-10 5th Grade Math AIMS - 78% M/E 6th Grade Teacher projections</p> <p>2.1-2 Increase annually the number of students who demonstrate a year's growth in reading and math. <i>Metrics: AIMS MAP score</i></p> <p>By the end of the 2010-2011 school year, we will increase the proportions of students in each grade level who demonstrate a year's worth of growth in reading and math, improving on the current map score of 5.7 to within a 6.5 - 7.0 range.</p> <p>2.1-3 Increase annually the percentage of students in exceeding category of AIMS in reading and math in grades 3-8 and grade 10. <i>Metrics: AIMS z-score</i></p>	<p>Writing -</p> <ul style="list-style-type: none"> • All students, K-6, will initially be <u>assessed on a parallel writing prompt</u> at the beginning of the year. Grade level teams will collaboratively score the prompts on a four-point rubric, setting the criteria for each of the four points. Areas for instruction will be determined for the first quarter. • At the end of each quarter, students will be assessed on a <u>writing prompt</u> using the process described above. New goals for instructions will be set. • Teachers will meet as grade levels to regularly look at, assess, and discuss common writing pieces for the purpose of remediating, changing groups, and adjusting instruction. • Use <u>writing response journals</u> to help students make connections between reading and writing. • Regularly <u>use rubrics in writing</u> for the purpose of teaching students how to take control of their writing, and for teachers to more accurately grade and provide feedback to students. <p>Math -</p> <ul style="list-style-type: none"> • Grade level teachers will meet regularly during grade level meetings <u>to analyze data and determine goals, and to identify specific concepts that need to be strengthened.</u> Develop
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GRANVILLE ELEMENTARY SCHOOL
 BOARD GOALS 2010-2011

	<p>READING - By the end of the 2010-2011 school year, we will increase the number of students in the exceeding category at 5-10 % above the 2009-2010 achievement. Specifically, the percentage of students in the exceeding category in reading will be:</p> <p>21% of students in the third grade 09-10 2nd Grade Reading Stanford 10</p> <p>31% of students in the fourth grade 09-10 3rd Grade Reading AIMS =</p> <p>25% of students in the fifth grade 09-10 4th Grade Reading AIMS =</p> <p>25% of students in the sixth grade 09-10 5th Grade Reading AIMS =</p> <p>WRITING - By the end of the 2010-2011 school year, the percentage of students in the exceeding category will be approximately:</p> <p>15% of students in the fifth grade 09-10 5th Grade Writing AIMS =</p> <p>15% of students in the sixth grade 09-10 5th Grade Writing AIMS = 6th Grade Teacher projections</p> <p>MATH - By the end of the 2010-2011 school year, the percentage of students in the exceeding category will be approximately:</p> <p>25% of students in the third grade 09-10 2nd Grade Math Stanford 10</p>	<p>strategies and timelines for monitoring progress.</p> <ul style="list-style-type: none"> • Have math students keep <u>math notebooks</u> that house vocabulary, mathematical thinking, and demonstrations of solutions. • Use <u>Kagan strategies</u> to pair and group students for the purpose of sharing their thinking re math concepts and problem-solving. • Investigate Marilyn Burns' math strategies to supplement and support the Saxon curriculum. • Use <u>problem-solving rubrics</u> with students. • Use common formative math assessments to at least twice before quarterly CRT to inform teachers re student progress.
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**GRANVILLE ELEMENTARY SCHOOL
BOARD GOALS 2010-2011**

	<p>30% of students in the fourth grade 09-10 3rd Grade Math AIMS =</p> <p>25% of students in the fifth grade 09-10 4th Grade Math AIMS =</p> <p>25% of students in the sixth grade 09-10 5th Grade Math AIMS =</p> <p>2.1-4 Increase annually the percentage of students (Gr.4, 8 and 10) demonstrating proficiency (meets and exceeds) in science. <i>Metrics: AIMS Science scores</i></p> <p>SCIENCE - By the end of the 2020-2011 school year, we will maintain the percentage of students in the exceeding category, 60% of the 4th grade students.</p>	<p align="center">Common Assessments -</p> <ul style="list-style-type: none"> Common assessments will be developed this year at all grade levels K-6 for the purpose of determining progress in each of the subject areas, and to inform teachers re pacing of instructions and strategies that are effective. Grade levels will work together to create common formative standards-based mini-assessments, administer them, score them, have discussions re results, and determine next steps.
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GRANVILLE ELEMENTARY SCHOOL
 BOARD GOALS 2010-2011

Goal	Objectives/Metrics	Strategies
<p>2.2 The District will provide staff with professional development that is aligned with district goals and needs based on a survey of administration, certified staff and classified staff.</p>	<p>2.2-1 Establish professional development (PD) goals for the 2010-11 school year. <i>Metrics: District and site professional development plans</i></p> <p>2.2-2 Provide quality PD opportunities for administration, certified staff and classified staff that support district and school goals. <i>Metrics: PD publications, agendas, sign-in sheets</i></p> <p>2.2-3 Develop a long-range comprehensive K-12 PD plan based on district and school goals. <i>Metrics: Long-range professional development plan</i></p>	<ul style="list-style-type: none"> • By end of first quarter all staff members will have the opportunity to respond to a survey regarding professional development. • Schools will write school plans including PD needs and submit to the Director of Ed Services <ul style="list-style-type: none"> ➢ See attached <i>Granville PD Plan</i> from 2009-2010 school year. Current school year plan will follow a similar format and be guided by the following questions: <ul style="list-style-type: none"> ✓ Will the learning planned experience(s) increase the productivity of those who engage in it - the students? the teachers? ✓ How will we know? • Elementary Principals to meet and determine goals and plans for PD for elementary teachers

GRANVILLE ELEMENTARY SCHOOL
 BOARD GOALS 2010-2011

Target Area 3. Assessment System

Goal	Objectives/Metrics	Strategies
<p>3.1 The District will analyze current CRT's in reading, writing, math and science for congruency with the state standards and rigor.</p>	<p>3.2-1 The District will analyze current CRT's in reading, writing, math and science for congruency with the state standards and for rigor. <i>Metrics: Board Report, updated CRT's (as needed)</i></p> <p>3.2-2 The District will research effective assessment systems. <i>Metrics: Board Report</i></p>	<p>Granville Elementary will create a series of common formative assessments, at least two per quarter that will lead up to and support the summative CRTs. (attached timeline for 2010-2011 school year available upon request)</p>

Humboldt Elementary School
SMART Goals
2010-11

Kindergarten

Writing

In the current school year 100% of our Kindergarten students will show measurable growth in writing. 50% will be able to create a simple sentence with no errors. 30% will be able to create a simple sentence with 1-3 errors.

Strategy

The students will be able to obtain these goals through repetitive demonstration and guided practice.

Reading

In the current school year 100% of our Kindergarten students will show measurable growth in reading. At least 65% will meet benchmarks for end of year dibels. 25% will be strategic.

Strategy

Through use of data planning, lesson plans from CRT results, dibels, KPals, progress reports, report cards, analysis, and small groups the students will be able to obtain these goals.

Math

In the current school year 100% of our Kindergarten students will show measurable growth in math. 90% will be able to demonstrate the basic concepts of addition and subtraction using manipulatives.

Strategy

Through use of mandated saxon math curriculum, data planning, lesson plans from CRT results, progress reports, report cards, analysis, and small groups the students will be able to obtain these goals.

Data Used:

Current Year DIBELS

Current Year Informal Assessments

DIAL III

Humboldt Elementary School
 SMART Goals
 2010-11

1st Grade

Reading - 80% of students will score 70% on pilot computer CRT
 80% of students will benchmark in ORF on DIBELS

Writing – 80% of students will score 70% on pilot computer CRT in language/grammar.
 80% of students will score 4/4 on conventions on last quarter writing sample
 80% of students will score 3/4 on sentence fluency, ideas/content, and organization

Math – 80% of students will score 70% on pilot computer CRT
 80% of students will score an average of 80% on Saxon assessments.

All above by the end of the academic year.

1st Grade Strategies

Reading	Writing	Math
All parts of Houghton Mifflin 1 st Grade PALS Spalding Phonograms Scott Foresman Reading Counts Books and Tests Scholastic Reading Passages Partner Reading Rereading Skill Builders	All parts of Zaner-Bloser Write Source Modeling Mini Conferences Rewriting Journals Oral Language ELL English Grammar	All parts of Saxon Math Reteaching Modeling Manipulatives Mac-Ro Math

Data Used:

- Current Year Lexile
- Current Year DIBELS
- Current Year Informal Assessments

Humboldt Elementary School
SMART Goals
2010-11

2nd Grade Academic Goals

Reading:

- In the current school year, 100% of the students will show measurable growth in the subject area of reading.
- 80 % of students will score at or above the national average on Stanford 10 assessments.
- The second grade class average will be 10% higher than the national average on Stanford Tens.

Math:

- In the current school year 100% of the students will show measurable growth in the subject area of math.
- 80% of students will score at or above the national average on Stanford 10 assessments.
- The second grade class average will be 12% higher than the national average on Stanford Tens.

Writing:

- In the current school year, 100% of the students will show measurable growth in the subject area of reading.
- 85% of students will show an average rubric score of 3.5 or higher in the areas of content, organization, word choice, voice, sentence fluency, and conventions.

Data Used:

09-10 AIMS Data
Cohort Data
Current Year Lexile
Current Year DIBELS
Current Year Informal Assessments

3rd Grade

Reading – In the current school year, 100% of third grade students will show growth in the subject area of reading. At least 70% of third grade students will meet the benchmark, and 20% will exceed the benchmark for the End-of-the-Year Reading Test.

Math – In the current school year, 100% of third grade students will show growth in the subject area of math. At least 70% of third grade students will meet the benchmark, and 25% will exceed the benchmark for the End-of-the-Year Math test.

Writing – In the current school year, 100% of third grade students will show measurable growth in the subject area of writing. At least 60% of third grade students will meet the benchmark, and 15% will exceed the benchmark for the End-of-the-Year Writing Sample.

Strategies:

SRA

Differentiated Instruction

Reading Groups

Skill Building Groups

Cooperative Learning Teams

Analysis of Data

MAP

Study Island

Data Used:

09-10 AIMS Data

Cohort Data

Current Year Lexile

Current Year DIBELS

Current Year Informal Assessments

Humboldt Elementary School
SMART Goals
2010-11

4th Grade

In the current school year, 100% of our fourth grade students will show measureable growth in the subject area of reading. At least 70% will meet the standard and 15% will exceed (a total of 85% meets/exceeds) on the Arizona Instrument to Measure Standards (AIMS).

09-10 Reading 3rd Grade Reading AIMS = 68% M/ 22% E the Standard

In the current school year, 100% of our fourth grade students will show measureable growth in the subject area of math. At least 70% will meet the standard and 20% will exceed (a total of 90% meets/exceeds) on the Arizona Instrument to Measure Standards (AIMS).

09-10 Math 3rd Grade Math AIMS = 55% M/ 30% E the Standard

In the current school year, 100% of our fourth grade students will show measureable growth in the subject area of writing. At least 75% will achieve an average score of 3.5, using the 6-Point, 6-Trait Rubric, on the end-of-the-year writing prompt.

Strategies Include:

- Modified teaching arrangement
- Cooperative planning with master teacher and team members
- Demonstration lessons by colleagues and/or curriculum specialists
- Visits to other classrooms
- Use of instructional strategies (guided reading, SRA, differentiation, etc)
- Development of curricular supplements
- Focused/Documented classroom observation
- Team teaching, collaborative teaching

Data Used:

09-10 AIMS Data
Cohort Data
Current Year Lexile
Current Year DIBELS
Current Year Informal Assessments

Humboldt Elementary School
SMART Goals
2010-11

5th Grade White-Zimmerman

1. 100% of fifth grade students will show measurable growth in the subject areas of Reading, Writing and Math.
2. 90% of our students will Meet or Exceed the standard AIMS benchmark in Reading.
 - a. At least 75% will Meet and 15% will Exceed the standards on the AIMS

09-10 Reading 4th Grade Reading AIMS = 72% M/ 17% E the Standard

3. 90% of our students will Meet or Exceed the standard AIMS benchmark in Writing.
 - a. At least 75% will Meet and 15% will Exceed the standards on the AIMS
4. 75% of our students will Meet or Exceed the standard AIMS benchmark in Math.

09-10 Math 5th Grade Math AIMS = 41% M/ 48% E the Standard

Strategies Include:

- Modified teaching arrangement
- Cooperative planning with master teacher and team members
- Demonstration lessons by colleagues and/or curriculum specialists
- Visits to other classrooms
- Use of instructional strategies (guided reading, SRA, differentiation, etc)
- Development of curricular supplements
- Focused/Documented classroom observation
- Team teaching, collaborative teaching

Data Used:

- 09-10 AIMS Data
- Cohort Data
- Current Year Lexile
- Current Year DIBELS
- Current Year Informal Assessments

Humboldt Elementary School
 SMART Goals
 2010-11

6th Grade Academic Goals

Reading

All 6th grade students will show growth in reading. At least 90% will meet or exceed on the AIMS reading. At least 75% will meet the standard and 15% will exceed the standard on the Arizona Instrument to Measure Standards (AIMS).

09-10 Reading 5th Grade Reading AIMS = 78% M/ 5% E the Standard

Math

All 6th grade students will show growth. At least 80% will meet or exceed on the AIMS. At least 60% will meet the standard and 20% will exceed the standard on the Arizona Instrument to Measure Standards (AIMS).

09-10 Math 5th Grade Reading AIMS = 47% M/ 22% E the Standard

Writing

All 6th grade students will show growth. At least 85% will meet or exceed on writing AIMS. At least 65% will meet the standard and 20% will exceed the standard on the Arizona Instrument to Measure Standards (AIMS).

09-10 Reading 5th Grade Writing AIMS = 59% M/ 17% E the Standard

Data Used	Strategies/Activities
09-10 AIMS Data	Cooperative planning with master teacher, team members
Cohort Data	Use of instructional strategies (guided reading, SRA)
Current Year Lexile	Development and use of curriculum supplements
Current Year DIBELS	Completing workshops, conferences and coursework
Current Year Informal Assessments	Team teaching; collaborative teaching
	Focusing on reading and writing skills in content area

**Lake Valley Elementary School
SMART Goals
2010-2011**

2.1-1 During the 2010-2011 school year our students will increase their % of proficiency (meets and exceeds category combined) in reading and math. These goals are determined by individuals previous year scale score and teacher recommendation of students who missed the target by 10 points or less. (previous year)

LVES	FFB	Approaches	Meets	Exceeds	Passing
3 rd Math	6 (6)	8 (16)	59 (57)	26 (21)	85 (78)
3 rd RDG	4 (4)	8 (13)	71 (69)	16 (14)	87 (83)
4 th Math	6 (6)	13 (19)	48 (46)	33 (28)	81 (75)
4 th RDG	1 (1)	14 (18)	74 (72)	11 (9)	85 (81)
5 th Math	8 (8)	19 (26)	50 (46)	23 (19)	73 (65)
5 th RDG	2 (2)	8 (14)	86 (81)	4 (2)	90 (84)
6 th Math	15 (24)	15 (27)	51 (31)	19 (17)	70 (49)
6 th RDG	5 (5)	17 (24)	68 (67)	11 (7)	79 (71)

LVES staff will target the bubble students (students on the cusp) that have been identified with extended instruction and practice using scientifically researched based material and questioning techniques.

2.1-2 During the 2010-2011 school year all our students will increase their years' growth in reading and math. These goals are set by the state department.

2.1-3 During the 2010-2011 school year our students will increase the percentage of student in the Exceeds category of AIMS in reading and math in grades 3-6. See above chart. (previous years %)

LVES	FFB	Approaches	Meets	Exceeds	Passing
3rd Math	6 (6)	8 (16)	59 (57)	26 (21)	85 (78)
3rd RDG	4 (4)	8 (13)	71 (69)	16 (14)	87 (83)
4th Math	6 (6)	13 (19)	48 (46)	33 (28)	81 (75)
4th RDG	1 (1)	14 (18)	74 (72)	11 (9)	85 (81)
5th Math	8 (8)	19 (26)	50 (46)	23 (19)	73 (65)
5th RDG	2 (2)	8 (14)	86 (81)	4 (2)	90 (84)
6th Math	15 (24)	15 (27)	51 (31)	19 (17)	70 (49)
6th RDG	5 (5)	17 (24)	68 (67)	11 (7)	79 (71)

Kindergarten

Reading:

Goal:

- DIBELS- according to DIBELS benchmark assessment 90% of the kindergarten students will reach bench mark status by the end of May.
- 95% of students will identify 26 letters of the alphabet (upper and lower case) by the end of the school year.
- Spalding- 80% of students will consistently reach an 85% or higher score on the 26 phonogram test.

Strategies for improvement:

- Daily Review of phonogram cards
- White boards/Chalk boards
- Bingo
- Stick game
- Memory/concentration
- Pre/Post Test

Math:

Goal:

- 95% of students will identify numbers 0-20 in and out of order
- 95% of students will illustrate the value of numbers 0-20

Strategies for improvement:

- Flash cards
- Bingo
- Memory/concentration
- Glitter
- Pre/Post Tests for collecting Data

Math:

Goal:

- In the current school year 85% of our students will show measurable growth in the subject areas of math and language arts.

Strategies for improvement:

- Three Minute Review
- Flash Card Games
- White Board Review
- Pre/post test for data purposes
- Visual/Manipulatives

Reading:

Goal:

- DIBELS-according to DIBELS benchmark assessment, 80% of the first grade students will reach and maintain benchmark status by the end of May.
- Spaiding-80% of students will consistently achieving 85% or higher on their written phonogram test.

1st Grade

Strategies for improvement:

- Continuous blending of CVC words to achieve 50 sounds per minute
- Word Walls
- Phonogram review (oral and written)
- Choral Reading
- Small Groups with Leveled Readers
- Graphic Organizers (compare/contrast, sequencing)

Math:

Goal:

- In the current school year 85% of our students will show measurable growth in the subject areas of math and language arts.

Strategies for improvement:

- Linking Cubes (addition/subtraction)
- Geo Boards
- Illustrate the Answer
- Flash Card Games
- Partner Check
- Money Addition Games

Liberty Additional School
SMART Goals
2010-11

Data:

- Last year the 3rd graders were able to reach 91% meet/exceeds.
-

Math:

Goal:

- Based on the AIMS scale score, 78% of 3rd grade students will meet or exceed 4th grade AIMS math.
- In the current school year 85% of our students will show measurable growth in the subject areas of math and language arts.

Strategies for improvement:

- Flash cards
- White boards
- Three Minute Review
- Manipulatives
- Partner Check

Data:

- Last year the 3rd graders were able to reach 78% meet/exceeds.

2nd Grade

Reading:

Goal:

- DIBELS-according to DIBELS assessment 80% of the 2nd grade students will reach a benchmark status by the end of May.
- Spalding-85% of the students will consistently achieve a score of 85% or higher on the written 70 phonogram test.

Strategies for improvement:

- Work on recognition of sight words, blending higher phonetic words and building fluency to 90 w.p.m.
- Daily phonogram review (oral and written)
- Choral Reading
- Small Groups with Leveled Readers
- Graphic Organizers (sequencing, characters, plot)

Data:

- Last year 91% of the 3rd graders reached meet/exceeds.
- Last year 91% of the 4th graders reached meet/exceeds.

Math:

Goal:

- Based on the AIMS scale score 82% of the students will meet/exceeds 4th grade AIMS math.
- 85% of students will show growth of 10% on pre/post test by the end of the school year.

Strategies for improvement:

- Number cards
- White boards
- Partner Share
- Three Minute Review
- Visuals/Manipulative
- Exit Ticket

Data:

- Last year 78% of the 3rd graders reached meet/exceeds.
- Last year 91% of the 4th graders reached meet/exceeds.

3rd Grade

Reading:

Goal:

- Based on the AIMS scale score, 90% 3rd grade students will meet or exceed 4th grade AIMS reading.
- DIBELS-according to DIBELS assessment 70% of the 3rd grade students will reach a benchmark status by the end of May.
- Spalding-90% of the students will consistently achieve a score of 85% or higher on the written 70 phonogram test.

Strategies for improvement:

- Work on recognition of sight words, blending multisyllabic words and building fluency to 110 w.p.m.
- Daily phonogram review
- Partners
- Classifying
- White boards
- Reading Groups

Liberty Additional School
SMART Goals
2010-11

- Identify Phonograms in difficult words
- Higher order of thinking

Math:

Goal:

- Based on the AIMS scale score, 80% of the students meet and exceed the 5th grade AIMS math.

Strategies for improvement:

- Flash Card Games
- Timed Drills
- White board Review
- Explain It To Your Partner!
- Illustrate the Answer
- Three Minute Review
- Visuals/Manipulative

Data:

- Last year 4th grade scored 93% meets/exceeds.
- Last year 5th grade scored 77% meets/exceeds.

4th Grade

Reading:

Goal:

- Based on the AIMS scale score, 88% of the students will meet or exceed 4th grade AIMS reading scores.
- 85% of students will gain 10 pts in Reading counts level by the end of the school year.
- Spalding-90% of the students will consistently achieve a score of 85% on the written 70 phonogram test.

Strategies for improvement:

- Daily phonogram review (oral and written)
- Graphic Organizers (Summarizing, Sequencing, Compare/Contrast)
- Think-Pair-Share
- Round Robin Reading
- Partner Read With Leveled Readers
- Team building
- Costa's level of questioning

Math:

Goal:

- Based on the AIMS scale score, 74% of the students will meet or exceed 6th grade AIMS math.
- 80% of students enrolled in math at the mid-term will demonstrate acquisition of appropriate levels of critical thinking and mathematical processes by earning a "C" or better in class.

Strategies for improvement:

- Cooperative planning with team members
- Peer Editing
- Number cards
- White boards
- Three Minute Review
- Active Engagement
- Visuals/Manipulative

Data:

- Last year 5th grade scored 77% meets/exceeds.
- Last year 6th grade scored 65% meets/exceeds.

5th Grade

Reading:

Goal:

- Based on the AIMS scale score from AIMS, 80% of the students will meet or exceed 5th grade AIMS reading scores.
- Spalding-90% of the students will consistently achieve a score of 85% on the written 70 phonogram test.

Data:

- Last year 4th grade scored 91% meets/exceeds.
- Last year 5th grade scored 88% meets/exceeds.

Strategies for improvement:

- Illustrate Learning
- Graphic Organizers (Summarizing, Sequencing, Compare/Contrast)
- Daily phonogram review (oral and written)
- Think-Pair-Share
- Round Robin Reading
- Small Groups with Leveled Readers

Strategies for improvement:

- White boards to ensure 100% engagement
- Peer Editing
- Take notes enumerating the steps needed to solve problem
- Complete graphs and charts to show data (cross curricular)
- Arrange algebra tiles to illustrate the solving of equations
- Create fraction charts and hands on activities to reinforce instructions
- Think-Pair-Share
- Active Engagement

Data:

- Last year 6th grade scored 65% meets/exceeds.
- Last year 7th grade scored 66% meets/exceeds.

6th Grade

Reading:

Goal:

- Based on the AIMS scale score, 80% of the students will meet or exceed 6th grade AIMS Reading
- 80% of students will be at the proficient level for the SRI Reading comprehension test.

Strategies for improvement:

- Cooperative planning with team members
- Use of instructional strategies
- Daily phonogram review- oral and written
- Think-Pair-Share
- Anticipatory Chart
- Three-Step Interview
- Partner reading
- Higher order of thinking
- Costa's level of questioning

Data:

- Last year 5th grade scored 88% meets/exceeds.
- Last year 6th grade scored 88% meets/exceeds.

Libert^y Additional School
SMART Goals
2010-11

Science:

Goal:

- Based on the raw score, 85% of the students will meet or exceed 8th grade AIMS science

Strategies:

- Various Labs
- Peer Editing
- Illustrate Learning
- Vocabulary Speed Dating
- Think-Pair-Share
- Interactive Notebooks

Reading:

Goal:

- Based on the AIMS scale score, 88% of the students will meet or exceed 7th grade AIMS reading

7th Grade

Strategies for improvement:

- Pair Share
- Illustrate Learning
- Round Robin Reading
- Anticipatory Chart
- Brainstorming
- Carousel Discussion
- Costa's level of questioning
- Team Building

Data:

- Last year 6th grade scored 88% meets/exceeds.
- Last year 7th grade scored 91% meets/exceeds.

Math:

Goal:

- Based on the AIMS scale score, 73% of the students will meet or exceed 7th grade AIMS math.
- 85% of 7th graders will score proficient on the end-of-the-year CRT.

Liberty Additional School
SMART Goals
2010-11

8th Grade

Reading:

Goal:

- Based on the AIMS scale score, 86% of the students will meet or exceed 8th grade AIMS reading

Strategies for improvement:

- Vocabulary Speed Dating
- Pair Share
- Illustrate Learning
- Round Robin Reading
- Think-Pair-Share
- Brainstorming
- Team Building

Date:

- Last year 7th grade scored 91% meets/exceeds.
- Last year 8th grade scored 87% meets/exceeds.

Math:

Goal:

- Based on the AIMS scale score, 59% of the students will meet or exceed 8th grade AIMS math.

Strategies for improvement:

- White boards to ensure 100% engagement
- Peer Editing
- Take notes enumerating the steps needed to solve problem
- Complete graphs and charts to show data (cross curricular)
- Arrange algebra tiles to illustrate the solving of equations
- Create fraction charts and hands on activities to reinforce instructions
- Active Engagement
- Visuals/Manipulative

Data:

- Last year 7th grade scored 66% meets/exceeds.
- Last year 8th grade scored 69% meets/exceeds.

Mountain View Elementary School

SMART Goals

2010-11

Kindergarten

Reading – At the end of the current school year 90% of our students will name the 52 upper & lower case letters of the alphabet at 80% or higher accuracy as per CRT.

Math – At the end of the current school year 90% of our students will name/identify numbers 0-20 at 80% or higher accuracy as per CRT.

First Grade

Reading – 70% percent of 1st grade students who attended Mountain View for the 2010 – 2011 school year will be benchmark in ORF as evidenced in DIBELS.

Math – 80% of 1st grade students who attended Mountain View for the 2010 – 2011 school year will score 80% or higher on a 2 minute timed-facts (mixed addition & subtraction) test by the end of April

Writing – 70% of 1st grade students who attended Mountain View for the 2010 – 2011 will score 9/12 or higher on a teacher created rubric.

Second Grade

Reading – During the 2010 school year, 80% of the 2nd grade students will meet or exceed the DBELS benchmark of 90 wpm. by May.

Math – During the 2010 school year, 90% of the 2nd grade students will show measurable growth in math of 75% or higher on third quarter CRT.

Writing – During the 2010 school year, 80% of 2nd grade students will receive a 3 or better score on the third quarter expository writing CRT.

Third Grade

In the current year, 2010 –2011, all third grade students will show growth in reading. At least 85% of the students will meet or exceed on the AIMS test given in April (75% will meet & 10% will exceed).

2009-2010 3rd Grade Reading AIMS – 84% M/E (73% Met – 11% Exceeded)

In the current year, 2010 –2011, all third grade students will show growth in math. At least 80% of the students will meet or exceed on the AIMS test given in April (65% will meet & 15% will exceed).

2009-2010 3rd Grade Math AIMS – 66% M/E (51% Met - 15% Exceeded)

Mountain View Elementary School
SMART Goals
2010-11

Fourth Grade

In the current year, 2010-2011, all fourth grade students will show growth in reading. At least 87% of the students will meet or exceed on the AIMS test given in April (71% will meet 16% will exceed).

09-10 3rd Grade Reading AIMS = 84% M/E (73% Met - 11% Exceeded)

In the current year, 2010 -2011, all fourth grade students will show growth in math. At least 70% of the students will meet or exceed on the AIMS test given in April (51% will meet & 19% will exceed).

09-10 3rd Grade Math AIMS = 66% M/E (51% Met – 15% Exceeded)

Fifth Grade

In the current year, 2010-2011, all fifth grade students will show growth in reading. At least 85% of the students will meet or exceed on the AIMS test given in April (75% will meet 10% will exceed).

09-10 4th Grade Reading AIMS = 86% M/E (73% Met - 13% Exceeded)

In the current year, 2010 -2011, all fifth grade students will show growth in math. At least 80% of the students will meet or exceed on the AIMS test given in April (60% will meet & 20% will exceed).

09-10 4th Grade Math AIMS = 80% M/E (33% Met – 47% Exceeded)

In the current year, 2010-2011, all fifth grade students will show growth in writing. At least 80% of the students will meet or exceed on the AIMS test given in April (77% will meet & 3% will exceed).

09-10 5th Grade Writing AIMS = 89% M/E (85% Met – 4% Exceeded)

Mountain View Elementary School
SMART Goals
2010-11

Sixth Grade

In the current year, 2010-2011, all sixth grade students will show growth in reading. At least 90% of the students will meet or exceed on the AIMS test given in April (80% will meet 10% will exceed).

09-10 5th Grade Reading AIMS = 84% M/E (78% Met - 6% Exceeded)

In the current year, 2010 -2011, all sixth grade students will show growth in math. At least 72% of the students will meet or exceed on the AIMS test given in April (47% will meet & 25% will exceed).

09-10 5th Grade Math AIMS = 61% M/E (38% Met - 23% Exceeded)

In the current year, 2010-2011, all sixth grade students will show growth in writing. At least 85% of the students will meet or exceed on the AIMS test given in April (80% will meet & 5% will exceed).

09-10 5th Grade Writing AIMS = 89% M/E (85% Met - 4% Exceeded)

Assessments

District CRT's

AIMS

School Report Cards

DIBELS

Teacher Created Assessments

6 Trait Holistic Rubric

MAC-Ro

Quizzettes

AIMS Preparatory Assessments

Journals

Reading Counts - SRA Weekly Skills Test

Strategies/Activities

*Reading Counts

*Small Group Instruction

*Tier 1, 2, & 3 instruction

*Gifted Classes w/Jack Stone

*Math Clubs/Book Clubs

*Centers

*Continually review of affixes

*Practice interpretation of functional charts, graphs, tables in Social Studies and Science

*Read and Make Inferences

*Group Word Problems

*Weekly Math Facts

*Spiral Bellwork

*Walk to Read

*Read Naturally

*McCall Crabbs/Morrison McCall

*Road to the Code

**HUSD SHELTERED ENGLISH IMMERSION PROGRAM
GOALS 2010-11**

Target Area 2. Curriculum, Instruction, and Professional Development		Strategies
Goal	Objectives/Metrics	
<p>2.1 During the 2010-2011 School year, the SEI Program will increase the percentage of reclassified students in K-12 by 1% from 43.41% to 44.41%. (State target rate is 19%)</p>	<p>2.1-1 Increase the number/percentage of students reclassified in Kindergarten. <i>Metrics: AZELLA scores</i></p> <p>2.1-2 Increase the number/percentage of students reclassified in High School. <i>Metrics: AZELLA scores</i></p> <p>2.1-3 Increase the number/percentage of reclassified Intermediate students. <i>Metrics: AZELLA scores</i></p>	<ul style="list-style-type: none"> • Create a scope and sequence of the Discrete Skills Inventory K-12. • Develop a tool for teachers to group students based on competencies met or not-met to focus to target instruction. • Provide professional development for teachers to improve differentiated instruction in ELD classrooms. • Provide professional development to help teachers modify SEI methodology lessons in multi-proficiency/grade-level classrooms. • Professional Development for ELD teachers to gain proficiency in research-based SEI Methodology.
Point Person: Mariela Bean, Language Acquisition Director		Budget/Funding Source: Title I & Title III

Target Area 2. Curriculum, Instruction & Professional Development

Goal	Objectives/Metrics	Strategies
<p>2.2 During the 2010-2011 School year, the SEI Program will increase the percentage of students "making progress" along the language continuum in grades K-12 by 1% from 86% in 09-10 to 87% in 10-11. (State target rate is 19%)</p>	<p>2.2-1 Percentage of Basic students making no progress along the language continuum will decrease. <i>Metrics: AZELLA scores</i></p> <p>2.2-2 Percentage of Intermediate students making no progress along the language continuum will decrease <i>Metrics: AZELLA scores</i></p>	<ul style="list-style-type: none"> • Analyze 2009 and 2010 AZELLA data trends and student data to assist in making curriculum and instruction decisions. • Use DSI tool to group students based on language competencies in order to provide improved differentiated instruction. • Provide professional development to help teachers modify SEI methodology lessons to help push Basic and Intermediate ELLs to higher levels of academic performance. • Provide Multi-Sensory Grammar training to ELD instructors. • Peer Observations to help teachers share successful instructional strategies among team. • Professional Development for ELD teachers to gain proficiency in research-based SEI Methodology.
<p>Point Person: Mariela Bean, Language Acquisition Director</p>		<p>Budget/Funding Source: Title I and Title III</p>



Educational Services

Board Goals Update

Date: April 8, 2011
Subject: 7-12 Continuum
Submitted by: Dan Streeter, Bradshaw Mountain High School Principal

Intended Outcomes for the 7-12 (power point from board meeting)

- Increase articulation between the high school and middle schools
 - Create a common instructional language
 - Identify and begin using best practices 7-12
- Increase opportunities for students to experience success
 - Vertical articulation to improve curriculum
 - Identify programs and courses that will support vertical success
- Create a college-going culture
 - Increase the number of students on a college going path
- Provide all students access to a rigorous curriculum
 - Increase enrollment numbers

How are we progressing on the intended outcomes?

- Increase articulation between the high school and middle schools
 - The work of the instructional specialist between the high school and middle school has reinforced a common instructional language based on the essential elements of instruction
 - Sign-in sheets from professional development show evidence of best practices being shared 7-12 (AVID strategies)
 - Work at individual sites in areas of identified strategies have been the focus of professional development
 - Classroom observations have identified strategies being utilized during instruction
 - Middle school and high school administration are meeting more than ever before
- Increase opportunities for students to experience success
 - Teachers have met 7-12 to share curriculum focus. Additionally, critical concepts were identified at each level to assist in articulating a scope and sequence of content areas
 - LINK program was introduced at high school to improve the transition process. WEB has continued at the middle schools.
 - World Geography was introduced at the middle school level to help support the high school social studies curriculum
 - Communication/publicizing opportunities has increased to parents and students
 - CTE opportunities are being investigated for the middle schools
 - Identify programs and courses that will support vertical success
- Create a college-going culture
 - Enrollment has increased in high school courses required for college acceptance.
 - Middle schools are working to increase numbers in Algebra I and Pre-AP courses to increase the number of students on a college going path

- AVID is being implemented at the middle schools. Complete site teams will attend summer institute in July
- Middle school are working towards AVID certification
- AVID is beginning to evolve into the campus culture at each 7-12 site.
- Provide all students access to a rigorous curriculum
 - Numbers in accelerated courses have increased

Teaching practices have been changed as a result of the collaboration time made available to teachers. Instruction is much more consistent and driven by student achievement data. Teaching in the 7-12 Continuum is collaborative, structured and more rigorous due to the sharing of strategies across classrooms, content areas and campuses.

How will success be measured?

An overall increase in all student achievement measures should exist as a result of the work in the 7-12 Continuum. The 7-12 principals have begun work on identifying specific measures for success: AIMS results, Pre-AP and honors enrollment, AP scores, PSAT, EXPLORE, SAT, ACT, attendance rates, graduation rates, dropout rates, discipline reports and AVID statistics. The principals will use the summer planning time to retrieve baseline data, establish measurements, and review additional data points to use.

Weaknesses in the 7-12 Continuum

- Vertical Articulation
 - Vertical work has slowed do to the need for individual sites and content teams needing to solidify existing curriculum maps
 - Common Core needs have also slowed progress in this area
- Summative Assessments
 - The district is limited in the ability to use summative assessments to measure student progress in each content area in a comparative arena.
 - Countywide collaboration has begun to assist in solving this issue
 - As of today our best tools for measuring student achievement is the AIMS test.
- Why are we focused on a 7-12 articulation model and not a K-12? It would be very beneficial to look at the 6th grade as a beginning point.

Teacher Feedback - Submitted by Department

- **Has the Wednesday collaboration time changed your teaching practices?**

Yes the collaboration time has changed my teaching practices. I try new creative teaching ideas as suggested by my content team. I also have an increased awareness of student achievement/learning.

I believe the collaboration time has allowed content team members to share their teaching practices which in turns gives each other resources for teaching the same content.

Yes, it is more structured and creative due to sharing the strategies among teachers.

The collaborative time on Wednesdays has been most beneficial when Content Teams have been allowed to meet. We are able to share best teaching practices and lessons. We actually collaborate. . .an activity we have not engaged in for quite some time. We share common assessments, which allows us to gage student progress more accurately. We share common lessons, which allows us to "raise the bar" and to keep our pacing at a uniform standard.

Absolutely! The science department is exceptional at sharing our "Greatest Hits". I have seen teachers incorporate many more strategies into their lessons this year simply because of the opportunity to collaborate and learn from their colleagues. I am amazed at how influential the collaboration time has been to our department. Veteran teachers have had the opportunity to share ideas from their vast experience and young energetic teachers have done a fabulous job of sharing new and intriguing ideas.

- **Do you believe student achievement has increased as a result of the 7-12 Wednesday Early Releases?**

Yes, student achievement has increased. I am more aware of what methods of teaching work best with my teaching style and how the students learn best.

We have seen an increase in student achievement thru the use of best practices shared by the content team members.

Not sure. I really do not have clear data showing that increased achievement is directly related to the ER. Student achievement data shows improvement from all teachers teaching the same concepts and staying on track with one another.

We tend to agree that district test scores have increased this year. We are encouraged by the "level of concern" shown by our students and parents alike, now that our teachers are all "on the same page" with curriculum and teaching practices. We are hopeful that this will also be reflected in state testing as well.

Based on our data, I know that it has. Our Quarterly assessment scores are higher than they have ever been and are also more consistent from teacher to teacher. The results, we believe, are attributed to two factors. One, our curriculum is now more aligned to standards than it has ever been and our teachers are in tune with one another. Two, our assessments as well as our courses are much more rigorous and relevant.

- **Overall do you feel that the 7-12 Wednesday Early releases have been beneficial?**

Yes, this has helped to create an environment where teachers work together instead of in isolation.

It has allowed teachers to have a little extra time to prepare and organize their subject materials.

Yes, it has been extremely beneficial for relating to other teachers and providing opportunity to increase rigor. We all look forward to our very precious time together!

The Math Department (as well as the Language Arts Department) faces the daunting task of correlating our local curriculum to the new state standards and the national core curriculum. The Wednesday Early Release time has been most beneficial in helping to accommodate that need.

Based on our data, I know that it has. Our Quarterly assessment scores are higher than they have ever been and are also more consistent from teacher to teacher. The results, we believe, are attributed to two factors. One, our curriculum is now more aligned to standards than it has ever been and our teachers are in tune with one another. Two, our assessments as well as our courses are much more rigorous and relevant.

- **What is a weakness of the 7-12 Wednesday Early Release?**

Some teachers are split between different content teams. It would be helpful if teachers could have one prep (content area) if at all possible.

I'm not sure there are any weaknesses. Students are excited to have a shortened day and seem to be on task the entire class period.

As far as a studio art class, adjustments have been made to accommodate the shorter class time. This has given the art teachers a time to create a class period that reflects and reiterates the techniques and concepts that are our objectives. Therefore, it is not really a weakness, just an opportunity to do more verbal and written critic time.

We need more time to meet with the middle school teachers. We've met only once during this school year, which is understandable, as each group struggles to familiarize themselves with the new standards and incorporate them into our curriculum maps for next year. It seems as though we are all peddling as fast as we can, but we could always use more time together to talk and bounce ideas off each other. Again, we need to collaborate and share. Our first meeting went so well, we had such high hopes for the next one.

Another weakness is that there is a prescribed agenda for each of our Content Team Meetings each month. In the Math Department, most of us feel *obligated* to one Content Team, but teach in multiple contents; this leaves out valuable contributions to some content meetings, nearly vacant content meetings, and sometimes there are no content meetings at all for some areas. We need to find a way to rotate teachers through the content areas they teach or rotate the meetings or shorten the meeting times so that teachers can attend more than one content meeting. All opinions need to be heard within each content area when important decisions are being made. .we need to show that we value everyone's input.

I know that you ask this question in order to get feedback so as to improve the continuum. With that said I honestly can't think of anything I don't appreciate about it. Communication on our campus is at an all time high and teachers appreciate the opportunities it provides to increase student achievement. I like the set-up of department chair meetings on the first Tuesday and Department meetings the very next day. The only weakness I see is that we didn't start the continuum earlier.

2010-11 Board Goals
Mariela Bean, Public Relations/Language Acquisition Director

Target Area 1. Raise the Level of Student Achievement in HUSD—Sheltered English Immersion

GOAL	Strategies	Metrics/Evidence	Timeline	Update/Persons Responsible
<p>1.1 HUSD SEI Program will increase the percentage of reclassified students in K-12 by 1% from 43.41% to 44.41%. (State target rate is 19%)</p> <p>During the 2010-2011 School year, the SEI Program will increase the percentage of students "making progress" along the language continuum in grades K-12 by 1% from 86% in 09-10 to 87% in 10-11. (State target rate is 19%)</p>	<ul style="list-style-type: none"> • Create a scope and sequence of the Discrete Skills Inventory K-12. • Develop a tool for teachers to group students based on competencies met or not-met to focus on target instruction. • Professional development for teachers: a. to improve differentiated instruction in ELD classrooms, b. to help teachers modify SEI methodology lessons in multi-proficiency/ grade-level classrooms, c. to gain proficiency in research-based SEI Methodology. • Careful data analysis: 2010 AZELLA and AIMS scores to guide goals and instruction for 10-11 • Spring 2011 Assessments 	<ol style="list-style-type: none"> 1. Developed DSI scope and sequence document—(doc under PD update section) 2. Developed DSI Competency tool—(document under PD update section) 3. Professional Development (supporting docs under PD section) 4. 2010 AIMS data analysis of Reclassified students and how they compare to mainstream students (analysis under supporting docs) 5. Tracking students on DSI competency tool (teacher sample document under supporting docs)) 6. AZ English Language Learner Assessment (AZELLA) for FEP's and ELLs (approximately 500 students) began February 1 and ends April 14, 2011. The AZELLA will provide the metrics to ascertain if program met 2010-2011 Reclassification and Making-Progress goals. Once scores are in, we chart info on Projection Template for 2011-12 analysis (doc under PD section) 	<ol style="list-style-type: none"> 1. 8/2/10 & 8/5/10 In service-Complete 2. 8/31/10 In Service-Complete 3. PD delivered all year (See SEI PD Calendar) Complete 4. AIMS Scores and reflection Complete 5. Ongoing until May 2010 (SEI teacher sample under supporting docs)-Complete 6. AZELLA Assessments Feb 1-April 14. All schools have met AMAOs based on internal calculations of preliminary data. Waiting for ADE to upload AZELLA assessments into SAIS to verify our calculations. 	<p>Mariela Bean, Director</p> <p>Mariela Bean, Director/Jen Medina, Ins. Specialist</p> <p>Mariela Bean, Director</p> <p>Teachers/Director/Instructional Specialist</p> <p>Teachers/Director/Inst. Spectist..</p> <p>Assessment Coordinator/Teachers</p>
<p>1.2 The HUSD SEI Program will provide staff with professional development that is aligned with District goals and Task Force Model requirements</p>				

<p>1.3 The HUSD SEI Program will provide staff with professional development that is aligned with District goals and Task Force Model requirements</p>	<ul style="list-style-type: none"> Staff development will consist of Data Analysis, Cooperative Learning strategies, Student Engagement; increasing teacher work-content skills in areas of Grammar, Reading, Writing, & vocabulary 	<p>Director and Instructional Specialist schedule classroom visits after each in service to observe methods and strategies being implemented in the classroom.</p> <p>Teachers were observed during the weeks of 8/30 through 9/30, following 8/17-18 SEI Round II Training. They were also observed February 22 through March 25 after 2/18/11 training</p>	<p>All year (SEI PD calendar)- Complete</p>	<p>M. Bean/ Jen Medina, Inst. Specialist</p>
<p>Budget: Title III</p>		<p>Funding Source: 190.100</p>		

year, the program developed a grade-level scope and sequence of language skills and a tool to track student mastery of those skills. (Sample documents included under "Supporting Documents"). Once the AZELLA assessment scores are back in late April or May, the Director and staff will determine if this focus had a direct, positive influence on student achievement. There are variables that will need to be carefully considered. Among these,

- Teachers' commitment and correct use of the tool
- Student affective influences
- SPED considerations
- Whether students were on Individual Language Learning Plans or in self-contained SEI classrooms
- Whether students were served in homogeneous groupings or in multi-grade level classrooms

Of course, these same strategies are applied in the instruction of the few students who remain in the lower language groups (Pre-Emergent, Emergent, & Basic).

The Language Acquisition Director and SEI Instructional Specialist continue to use the Sheltered English Immersion Observation Protocol to focus on the Indicators of Quality Instruction and help teachers improve in the areas of student engagement and aligned instruction. Teachers were asked to provide specific areas of focus and improvement at the beginning of the year. The Director and Instructional Specialist have scheduled SEI meetings in April and May to discuss those goals, based on observation documentation (SEI Observation Protocol with Supporting Documents).

Data Analysis

Though the Arizona English Language Learner Assessment is the main measurement of progress along the language continuum, the HUSD SEI Program also uses AIMS analysis and internal assessments to guide and improve student achievement.

Relative to AIMS scores, we particularly focus on our FEP (Fluent English Proficient) scores in the area of Reading and Writing. FEP students are those who have been deemed to be proficient in the English language based on the AZELLA, and have been reclassified from the program. Once ELL students are reclassified, and under the FEP label, they are placed on a two-year monitoring period. The purpose is to continue to track their progress and guide their successful transition into the mainstream. It is important to point out that the main goal of an SEI program is to teach the English language, albeit while trying to focus on as much content as possible. It is a given that FEP students will have some catching up to do in content areas such as science and history. FEPs continue to be administered the AZELLA during the monitoring period. Of course, all ELLs and FEPS take the AIMS, along with the other students.

An analysis of AIMS FEP scores provides valuable data in that it identifies insightful trends regarding how our reclassified students compare to the "White" subgroup. A comparison of scores over a two-year period also provides information on AIMS academic gains or losses within the FEP subgroup, as compared to white students. A detailed comparative analysis of the 2008-09 and 2009-10 years is included with the Supporting Documents. The trends are generally positive, particularly when compared to the White subgroup. The AIMS data for CSE and GES and LVES, which show regression, indicate a need for further principal analysis and reflection at those schools relative to what kind of interventions may be implemented for these recently-reclassified students. LVES FEP students show measurable gains in the area of Reading at the 4th grade level; however, the other grade levels show a negative change.

Principals have received this data to support their efforts in accomplishing their school goals in the area of student academic achievement. As is the case with all student achievement data, each school needs to carefully analyze all variables in order to draw appropriate conclusions and make instructional adjustments.

2008-09 & 2009-2010 COMPARISON OF
 READING AND WRITING AIMS SCORES
 FEP (Reclassified ELLs) SUBGROUP COMPARED TO WHITE SUBGROUP

School	Grade	2008 - 2009		2009 - 2010		% Change	
		FEP	White	FEP	White	FEP	White
BMMS	10th Grade	R 34%	R 73%	R 68%	R 73%	R 34%	R 0%
		W 75%	W 91%	W 82%	W 86%	W 7%	W -5%
BMMS	8TH Grade	R 42%	R 65%	R 69%	R 80%	R 27%	R 15%
		W 50%	W 85%	W 24%	W 57%	W -26%	W -28%
BMMS	7th Grade	R 63%	R 78%	R 100%	R 96%	R 37%	R 18%
		W 87%	W 85%	W 80%	W 71%	W -7%	W -14%
BMMS	6th Grade	R 84%	R 67%	R 92%	R 84%	R 8%	R 17%
		W 76%	W 82%	W 74%	W 78%	W -2%	W -4%
GHMS	8TH Grade	R 75%	R 71%	R 75%	R 78%	R 0	R 7%
		W 59%	W 94%	W 59%	W 62%	W 0	W -32%
GHMS	7th Grade	R 70%	R 79%	R 100%	R 79%	R 30%	R 0%
		W 95%	W 86%	W 98%	W 64%	W 3%	W -22%
GHMS	6th Grade	R 70%	R 75%	R 63%	R 70%	R -7%	R -5%
		W 88%	W 82%	W 63%	W 63%	W -25%	W -19%
LTS	8TH Grade	R 33%	R 97%	R 57%	R 96%	R 24%	R -1%
		W 34%	W 100%	W 86%	W 92%	W 52%	W -8%
LTS	7th Grade	R 33%	R 94%	R 75%	R 92%	R 42%	R -2%
		W 34%	W 95%	W 83%	W 89%	W 49%	W -6%
LTS	6th Grade	R 93%	R 95%	R 75%	R 93%	R -18%	R -2%
		W 86%	W 97%	W 75%	W 93%	W -11%	W -4%

2008-09 & 2009-2010 COMPARISON OF
 READING AND WRITING AIMS SCORES
 FEP (Reclassified ELLs) SUBGROUP COMPARED TO WHITE SUBGROUP

CSES	2008 - 2009				2009 - 2010				% Change			
	FEP		White		FEP		White		FEP		White	
	R	W	R	W	R	W	R	W	R	W	R	W
5TH Grade	40%	100%	87%	95%	20%	60%	81%	73%	-20%	-40%	-6%	-22%

4th Grade	100%	100%	78%	82%	83%	83%	86%	82%	-17%	-17%	8%	0%
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3th Grade	100%		78%		67%		66%		-33%		-12%	
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CES	2008 - 2009				2009 - 2010				% Change			
	FEP		White		FEP		White		FEP		White	
	R	W	R	W	R	W	R	W	R	W	R	W
5TH Grade	83%	100%	89%	97%	40%	80%	98%	89%	-43%	-20%	9%	-8%

4th Grade	82%	100%	94%	96%	50%	50%	92%	94%	-32%	-50%	-2%	-2%
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3th Grade	100%		94%		100%		84%		0		-10%	
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HES	2008 - 2009				2009 - 2010				% Change			
	FEP		White		FEP		White		FEP		White	
	R	W	R	W	R	W	R	W	R	W	R	W
5TH Grade	100%	100%	95%	95%	100%	100%	84%	78%	0	0	-11%	-17%

4th Grade	100%	50%	92%	84%	100%	100%	88%	82%	0	50%	-4%	-2%
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3th Grade	-		84%		80%		90%				6%	
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LVES	2008 - 2009				2009 - 2010				% Change			
	FEP		White		FEP		White		FEP		White	
	R	W	R	W	R	W	R	W	R	W	R	W
5TH Grade	90%	90%	95%	95%	80%	71%	77%	88%	-10%	-19%	-18%	-7%

4th Grade	9%	94%	85%	88%	92%	84%	89%	85%	83%	-10%	4%	-3%
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3th Grade	100%		85%		90%		92%		-10%		7%	
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2008-09 & 2009-2010 COMPARISON OF
 READING AND WRITING AIMS SCORES
 FEP (Reclassified ELLs) SUBGROUP COMPARED TO WHITE SUBGROUP

LTS

	2008 - 2009		2009 - 2010		% Change	
	FEP	White	FEP	White	FEP	White
5TH Grade	R 70%	R 95%	R 75%	R 93%	R 5%	R -2%
	W 100%	W 98%	W 75%	W 98%	W -25%	W 0%
4th Grade	R 100%	R 100%	R 85%	R 97%	R -15%	R -3%
	W 75%	W 89%	W 86%	W 95%	W 11%	W 6%
3th Grade	R 100%	R 100%	R 74%	R 100%	R -26%	R 0%

MVES

	2008 - 2009		2009 - 2010		% Change	
	FEP	White	FEP	White	FEP	White
5TH Grade	R 69%	R 81%	R 86%	R 90%	R 17%	R 9%
	W 94%	W 85%	W 93%	W 88%	W -1%	W 3%
4th Grade	R 87%	R 84%	R 100%	R 90%	R 13%	R 6%
	W 60%	W 89%	W 93%	W 89%	W 33%	W 0%
3th Grade	R 78%	R 89%	R 100%	R 84%	R 22%	R -5%

HUS English Language Development Program 2010 - 2011
 Grades 1 and 2 Discrete Skills Inventory Competencies

Teacher: Tunnell

Parts of Sp

Student Name	Language Proficiency: Oral			Language Proficiency: Reading			Language Proficiency: Writing			Noun										Verb										Parts of Sp			
	Proficiency	Oral	Language	Proficiency	Reading	Language	Proficiency	Writing	Common Noun	Prepositions	Regular Plural Nouns	Singular Possessive Nouns	Plural Possessive Nouns	Present Tense	Present Simple Negative	Participle	Negative Present Progressive	Past Tense	Past Negative of "To Be"	Past Simple Negative	Regular Past Tense	Past Progressive	Negative Past Progressive	Infinitives	Future With "to be"	Future Negative	Linking Verbs of Sensation						
	B	B	B	B	B	B	B	a																									
	P	I	B	P	I	B																											
	I	P	I	P	I	B																											
	P	B	B	P	B	B																											
	I	I	B	I	I	B																											
	I	P	B	I	P	B																											
	B	B	B	B	B	B																											
	B	P	I	B	P	I	a																										
	I	P	I	P	I	B																											
	I	P	B	I	P	B																											
	P	P	I	P	P	I																											
	P	P	I	P	P	I																											
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HUSD English Language Development Program 2010 - 2011

Grades 1 and 2 Discrete Skills Inventory Competencies

A Approaching
Mastered (Met)
Not Mastered

PE Pre-Emergent
E Emergent
B Basic
I Intermediate

1	
2	
3	
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5	
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9	
10	

1	
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8	
9	
10	

Groups
Student Names

Intervention Strategies

Resources

Focal Students

1
2

TAB 2

1.1-4

Technology Plan



Board Update

Date: June 2, 2011
Subject: Technology Update
Submitted by: Phil Young, Director of Human Resources

This document provides an overview of the District's current technology resources and projections of future needs. Please note that funding requests are provided in certain sections with the understanding that there are competing financial needs across the District. All funding requests were generated through the District Technology Committee. This tech-savvy and highly motivated group met four times this past spring, with their charge being to:

- Review the current *state of technology* in the District;
- Identify a variety of ways that technology can be used to enhance student learning and increase District productivity;
- Review and evaluate available technology resources that would support identified District needs;
- Select and cost out specific technology resources to address those District needs;
- Determine training needs relating to the effective use of available and proposed technology resources; and
- Develop strategies for obtaining funds to acquire and effectively deploy needed technology resources.

Current members of the District Technology Committee include:

Bill Blasczyk	Mathematics Teacher	Bradshaw Mountain High School
Fred Gross	Science Teacher	Bradshaw Mountain High School
Kenna Anduha Young	Science Teacher	Bradshaw Mountain High School
Dawn Neveau	Lead Librarian	Bradshaw Mountain High School, Online Learning Committee
Kort Miner	Assistant Principal	Bradshaw Mountain High School, Online Learning Committee
Jennifer Woods	Computer Teacher	Bradshaw Mountain Middle School
Michael Tannehill	Social Studies Teacher	Bradshaw Mountain Middle School
Mariela Bean	Director of ELL/PR	Curriculum, Grants, ELL, Public Relations
Cynthia Windham	Director of Finance	Finance
Matt Mraz	Science Teacher	Glassford Hill Middle School
Sarah Pomeroy	1 st Grade Teacher	Granville Elementary School
Phil Young	Director of Human Resources	Human Resources, IT Liaison
Gwen Walton	4 th Grade Teacher	Humboldt Elementary School
Patrick Keeling	IS Specialist	IT Department, HUSD Graduate 2009
Jaclyn Beilfuss	4 th Grade Teacher	Liberty Traditional School
JoAnne Bindell	Principal	Mountain View Elementary School
Corey Hopple	Network Administrator	Prescott College
Wylanta Jones	Assistive Technology Specialist	Special Education

It is the hope of the District Technology Committee that their work will positively influence future decisions related to the acquisition and effective utilization of technology by the District.

CONNECTIVITY TO WORLD WIDE WEB (INTERNET)

- The District has a high speed 45 mbps connection to the internet through Qwest. This allows for streaming of multi-media content to the desktop and is adequate for today's needs.
- Looking ahead, the day may come when a 100 mbps connection may be needed. At this time, 45 mbps is adequate since our current average usage is 20 mbps.

SITE-TO-SITE CONNECTIVITY

- All sites are connected together via a high speed 100 mbps wireless WAN (wide area network) through Conterra Broadband. This speed allows data to be transferred without negatively impacting the WAN and will support server consolidation/virtualization in the future. Our wireless WAN allows all sites to take full advantage of our high speed internet connection.

INFRASTRUCTURE

-Email/Exchange Server

- A new Exchange Server was purchased and deployed in May, 2011. It offers a robust platform to meet HUSD email needs for at least 3-5 years. It will provide an internal archiving capability and provide software that will enrich the staff email interface.

-Filtering/SPAM/Antivirus

- Inbound threats to the HUSD network is secured by a Cisco ASA firewall. This is a newer device that should meet our needs for 3-5 years.
- The District uses Lightspeed Total Traffic Control software to provide 1) internet content filtering, 2) antivirus protection, 3) SPAM filtering, and 4) automated computer shutdown services to save energy. A new Lightspeed Server was purchased and deployed at the beginning of 2011. It offers a robust platform to meet HUSD needs for at least 3-5 years. Our contract with Lightspeed is up for renewal in 2012. At that time, other available products will be examined in light of District needs.

-Routers/Switches

- New Priority 2 E-Rate funding is available to replace routers and all switches at Lake Valley, Humboldt, and Mountain View Elementary Schools. When these projects are completed, the District will end up with three spare routers and multiple spare switches which will be pulled from those elementary schools. These will be available as backups, and will be deployed as needed at other sites. To date, the Mountain View project has been completed, with the Lake Valley and Humboldt projects scheduled to be completed in June of 2011.
- At other sites, many of our current switches are 5-7 years old. Even with the availability of some switches from HES, LVES, and MVES, the District needs to develop a replacement strategy for those devices. Once the Priority 2 projects are completed and the spare newer switches are deployed, a plan will be developed to replace the remaining older equipment. Fortunately, most of our routers are newer and will likely not require replacement for the next 3-4 years.

-Wiring

- Network wiring at our sites has been completed over a period of years which has resulted in a number of non-standard configurations. The District needs to develop a strategy

and funds to evaluate current wiring configurations across the District and make upgrades as necessary.

- **FUNDING REQUEST:** It costs approximately \$600 to install a two plug network drop in a classroom. Many classrooms have only one drop for the teacher machine which is inadequate to support student machines or other network devices when needed. It is requested that \$60,000 (\$600 per drop x 100 drops) in Bond funds be set aside to allow for classroom infrastructure upgrades as needed over the next year.

-Phone Systems

- HUSD currently has two separate phone systems. The BMHS East Campus/DO and Granville Elementary School are using a Cisco Voice over Internet Protocol (VoIP) system. All other sites are using an NEC PBX system.
 - While the Cisco system is newer than the NEC system, it is expensive to expand and maintain due to the high cost of licensing and hardware. Six years ago, the plan was to incrementally deploy Cisco VoIP to all sites. Regrettably, declining revenues put an end to this endeavor.
 - The NEC PBX system, with individual phone servers at each site (except East and GES), is 10+ years old and is at End-of-Life according to NEC.
- Priority 2 E-Rate funding is now available to upgrade the NEC PBX systems at Humboldt, Lake Valley, and Mountain View Elementary Schools. The NEC upgrade will take advantage of the current infrastructure at those schools while giving us future expandability. The new systems are compatible with our old devices (e.g. phones), yet have a variety of new features which will prevent obsolescence over the next 5+ years.
 - Old NEC hardware that is pulled from those schools will be made available to other schools as needed for replacement and expansion needs.
- Due to having two independent phone systems, the Information Services Department is looking at the possibility of integrating the Cisco Call Manager and Cisco Unity Voicemail with the NEC system for the purposes of consolidating hardware and allowing both systems to use a unified voicemail platform. This consolidation would mean long term cost savings in terms of hardware to be replaced and supported, as well as moving the District closer to a completely unified phone system. Strategy and pricing are still under review.

DATA SECURITY/BACKUP

-Visions

- The District purchased a new server to support our accounting and human resources software (Infinite Visions) two years ago. However, the District is ready to roll out more web-based services for staff members available through an iVisions portal in the coming year which requires a server upgrade. A new server is currently being spec'd out for purchase and deployment this summer.
- All Visions data is securely backed up off-site.

-Schoolmaster

- Currently, each site has its own Schoolmaster server. Data is backed up at each site on a separate network-attached drive.
- HUSD has evaluated the costs and benefits of consolidating Schoolmaster services and hardware for all sites onto one server and upgrading to the Schoolmaster district edition

in summer 2011. The new edition will offer a number of operational benefits for current users. This project has been approved and the transition to the new district edition will take place in the summer of 2011.

-Destiny Library Software

- The server that runs the Destiny software runs RAID 1 which has two mirrored drives. If one fails, the other one has a full copy of the data. Currently, however, the Destiny data is not being backed up to a separate device which is desirable. ArcServe backup software was recently purchased which facilitates the backing up data from this server which runs Server 2008 to the new storage area network (SAN) which has been deployed this spring.

-Staff Data Files

- District Office staff data currently resides on each person's computer. In March, 2011, a storage area network (SAN) running a five drive RAID 5 which provides redundant data storage was deployed which will store all District Office staff files. This upgrade will be completed in June of 2011.
- Staff files at schools are stored on the local Schoolmaster servers. That data is then backed up onto separate network-attached drives at each site. Looking ahead, once local Schoolmaster servers are freed up with the deployment of the new centralized District Schoolmaster server, the local servers will have more space to store staff files.
- Within the next two years, the District will evaluate the possibility of purchasing a centralized data storage and backup solution to handle District-wide storage needs. This will expand the current SAN which lacks the capacity to serve the entire District. A solution of this type may cost upwards of \$60,000 so a thorough cost/benefit analysis will need to be conducted before making a final decision to move forward.

-Student Data Files

- High school student data is currently stored on a server on-site. This allows them to log onto any computer and access their files.
- Student data at the other sites, however, is stored on the hard drive of the local computer they use. This creates problems since they cannot access their files on multiple computers. Once the District deploys the new Visions server this summer, the old server will be freed up and will be re-deployed as storage devices for student data across the District.

-Email

- The District is required to save copies of all inbound and outbound emails as public records. This data has been progressively backed up on the Exchange Server, one reason that the server we had in place at the start of this year could no longer support District demands. A new Exchange Server was purchased and has been deployed in April of 2011 which has space to store archived emails. That server's data will then be backed up on two remote drives which are being deployed in June of 2011.

OFFICE RESOURCES

-Desktop Hardware

- Office staff members have either a desktop or laptop computer connected to network resources and the internet. Due to the age of some computers, it is difficult for some

staff to perform various tasks. The IT Department created an inventory of all office computers in February of 2011. This information will be used to create a plan to upgrade older boxes as needed.

-Desktop Software

- Office computers have a version of Microsoft Office installed. Due to the fact that there are at least three versions being used, there are compatibility issues. Therefore, the District needs to standardize on the newest version. A few have other productivity software installed such as Adobe Acrobat or Visio. The IT Department determined what versions of Microsoft Office are running on office computers in February of 2011. This information will be used to create a plan to standardize on the new version of Microsoft Office. Training on the new version will be part of the deployment.
- HUSD currently uses Schoolmaster software to collect all student data, including grades, attendance, and fees.
- Student disciplinary records are entered in Schoolmaster and AZSafe.

-Printing

- All members of the office staff have access to a large network printer/copier. The District is currently working with various vendors to evaluate the efficiency of having a company take over all other printing services (provide printers and toner, service printers) throughout the District in order to provide adequate printing resources at the lowest possible cost.

-Faxing

- Each office has at least one fax machine. The new copiers leased through AOT have the ability to have a fax card installed allowing faxing through the copier. Not all schools have opted to pay the extra monthly fee for the fax card. Fax capabilities continue to be reviewed across the District.

-Scanning

- The Toshiba copiers leased through AOT provide the ability to scan documents and email them. Each site has been set up to allow staff to scan documents to email. The use of this feature has been increasing which has decreased reliance on fax machines.

CLASSROOM RESOURCES AND LEARNING

-Staff Desktop Hardware/Software

- Each teacher has a computer in the room with access to Microsoft Office (though not all have the same version) and Schoolmaster. Some teachers have additional software that has either been provided with their textbooks or via their school/department. The District needs to develop a minimum standard for teacher computers and teacher software. The IT Department created an inventory of all teacher computers and peripherals in March of 2011. The inventory reflects the type of computer in the classroom, whether there is an LCD projector available, whether there is a document camera, etc. This information was used to create a plan to upgrade older equipment as needed and add new equipment to support technology enriched instruction and learning as we are able.
- **FUNDING REQUEST:** Based on a review of teacher classroom computers and based on the performance requirements for computers that can stream video, support video

conferencing, etc., it has been determined by the District Technology Committee that teacher computers need to be Dell 700 series units. A recent classroom inventory determined that only 125 of the 339 teacher computers met that standard. A new Dell 780 with Microsoft Office costs \$1,000. When available, a refurbished Dell 745 with Office costs \$400. Therefore, it is requested that \$150,000 be allocated from CORL funds to upgrade teacher classroom computers to the required standard. This amount would allow for teacher computer upgrades assuming that we would buy approximately 50% refurb and 50% new units.

- Technology for Instructional Enrichment: Hardware/Software

- There are currently a number of classrooms which have no additional technology other than the teacher's computers, while some have LCD projectors, document cameras, interactive white boards, student responders, etc. The District Technology Committee recently established a minimum standard for a technology enriched classroom which supports a variety of engaging instructional strategies to be integrated into lessons. The Committee also identified the upgrading of teacher classroom technology tools as the first priority as we work to integrate technology into the instruction and learning environment. That minimum classroom standard is:
 - Dell 700 Series Computer with Microsoft Office 2003 (or newer)
 - Ceiling Mounted LCD Projector and Projection Screen
 - Document Camera
 - Classroom Sound System
 - Presentation Remote or Smart Slate
- FUNDING REQUEST: Based on the recent classroom inventory, 300 classrooms need to be wired to ceiling-mount the projector, 180 classrooms need an LCD projector, 220 classrooms need a document camera, at least 300 need a classroom sound system, and at least 300 need a presentation remote or Smart Slate. The cost for these additions from CORL or one-time funds (pre-wiring is Bond eligible) would be:
 - 300 LCD pre-wiring and ceiling mount x \$2,000 = \$600,000 (Bond eligible)
 - 180 LCD projectors x \$660 = \$119,000 + \$5,000 bulb replacement
 - 220 document camera x \$500 = \$110,000
 - 300 sound systems x \$200 = \$60,000
 - 300 presentation remote or Smart Slate (50%/50%) x \$250 = \$75,000
- As teacher computers/instructional tools are upgraded, the District Technology Committee will review the current state of technology resources in computer labs and media centers, along with technology resources available to students starting this fall.

-Student Access to Technology

- Students have access to technology via the libraries and computer labs at each site. Unfortunately, some labs are in better conditions than others. Some labs in the District are in dire need of replacement. The District needs to develop a standard for lab upgrades and software availability, and then identify funding streams for the upgrades.
- Student access to computers/technology in the classroom is limited and varies from classroom to classroom since there may only be 1-4 student computers in a room.
- During the 2011-12 school year, the District Technology Committee will conduct a thorough review of student technology resources and bring recommendation forward in the spring of 2012.

- Technology Acceptable Use Policies are included in Student Handbooks. However, these need to be reviewed and revised in light of changes in available technology, social media, etc.
- During the 2009-10 school year, a limited number of 5th and 8th grade students took part in the *21st Century Skills Assessment* which provides data regarding student technology skills. At Granville Elementary School, 64 5th graders completed the assessment, with 2% scoring Advanced, 23% scoring Proficient, 66% scoring Basic, and 9% scoring Below Basic. At Bradshaw Mountain Middle School, 71 8th graders completed the assessment, with 18% scoring Proficient, 75% scoring Basic, and 7% scoring Below Basic. To track future student technology skills development, the District is scheduled to test all 5th and 8th graders next year using a pretest and posttest. When pretest results become available, they will be reviewed by the District Technology Committee and staff who teach computer classes to determine ways of improving student technology skills prior to the posttest.

-Access to Online Resources

- With the recent upgrade to a 45 mbps connection to the internet, teachers are now able to stream online video to the classroom. This has uncovered another issue, however. The District has 1,000+ older computers (Dell 520's or older) which are not capable of streaming video and are becoming more prone to failure.

-Online Instruction

- The District offers high school level online courses for credit recovery through our Online School.
- A sub-committee will investigate the cost and benefit of expanding our online offerings.

-Distance Learning

- The District is part of the Yavapai County Educational Technology Consortium (YCETC). The Consortium has received a grant to connect all schools in Yavapai County with a high speed service that will support distance learning activities. There has been a great deal of planning regarding what type of distance learning will take place, what type of hardware and software will be needed to support this endeavor, what training will be needed to move forward with this endeavor.

STAFF PROFESSIONAL DEVELOPMENT

- There have been a limited number of professional development offerings related to the effective use of technology in the classroom and office setting. However, there have been training opportunities relating to the use of materials, etc., available through the IDEAL website. Teachers were surveyed in May of 2011 regarding their comfort level using technology. The results of the survey document the critical need to provide meaningful and focused training on the effective use of technology to enhance learning.

Staff Technology Skills Survey: May, 2011 (147 Responses, 45% of Teachers)

SCORE	QUESTION (1=not comfortable performing task 5=very confident performing task)
3.5	Do you feel comfortable using a LCD projector?
2.9	Do you know how to operate and set up a document camera?
2.2	Do you know how and are able to successfully use interactive technology like smart boards, slates and etc.?
4.2	Are you able to use Microsoft Word, Excel, and Office successfully?

3.3	Can you successfully compile a presentation using Microsoft Power Point, Prezi, or Glogster?
3.3	Do you know how to integrate valuable web content into your lessons?
3.7	Are you able to use Microsoft Word for more than typing a document?
1.5	Do you know how to use Inspiration 9 for lessons?
3.1	Are you comfortable accessing and using the resources on IDEAL?
4.1	Are you comfortable using a digital camera to capture pictures and video?
3.1	Do you have any strategies for backing up your electronic content?
2.9	Are you comfortable working and accessing your school website to make necessary changes?
3.2	Do you feel comfortable troubleshooting minor issues with technology in the classroom?

- The District Technology Committee has identified a suite of technology training opportunities which are either already being offered or can be offered starting this coming fall. These offerings will prepare teachers to effectively use the technology identified above. They include:
 - **How Do I Use This?** Equipment usage and care, troubleshooting problems with technology (2 hour workshop, beginner).
 - Description: Teachers will receive an in-depth training on the use and care of the hardware and equipment in the classroom. They will be able to understand the many features and uses of each piece of hardware to get the optimal use and engagement of students.
 - **IDEAL Learning Resource Manager** (1 hour webinar or workshop FREE, all levels)
 - Description: Currently offered through IDEAL to introduce teachers on how to use this valuable resource with ready-made lesson plans aligned to AZ standards.
 - **IDEAL Discovery Streaming & DEN** (online course 15 hours or workshop, all levels)
 - Description: This course has been offered through IDEAL online; however, we can develop our own online course, so it can be part of the HUSD academy and offered more often. It will cover the many features available in Discovery Education & Streaming including the Quiz, Assignment, and Classroom Builder features. Students who are absent, or if a teacher wishes to “hybrid” a course will find these features extremely useful as students can view the video and do the corresponding assignment/quiz at their home computers.
 - **IDEAL Curriculum Resources** (2 hour workshop or an online webinar, all levels)
 - Description: The workshop will cover in-depth the many different curriculum resources found in IDEAL to aid teachers in the classroom in all content areas. Resources such as Thinkinfinity, Recipes4Success, SAS Curriculum Pathways, Discovery, Content-Rich Materials, Learning Resource Manager, and AIMS for Educators.
 - **What is the Arizona Technology Integration Matrix (TIM)?** (2 hour workshop in a computer lab, beginner)
 - Description: Teachers will be exposed to the Arizona K-12 Center website and learn how to use ready-made lessons to integrate technology into the classroom. Teachers will choose a lesson from the matrix, discuss concerns and equipment, then use it in the classroom, concluding with a written reflection on the lesson.

- **Graphic Organizers featuring Inspiration 9** (15 hour online course, currently a course in the HUSD Academy, intermediate, advanced)
 - Description: This course covers graphic organizers for concept mapping of curriculum for use as a teaching tool, and for assessing students' learning. Teachers will also engage in how graphic organizers help in reading comprehension, vocabulary building, writing process, organizing facts for science and social studies, and making connections in math. It can aid in other areas such as physical education and music helping students understand connections and details. Inspiration 9 is a software program which the district holds 258 licenses (most not being used).
- **Powerpoint, Prezi, Glogster other Web 2.0 Presentation Tools** (presently taught by Michael Tannehill 8 hour, could expand to 15 hours using more online presentation tools, intermediate, advanced)
 - Description: This class offers hands-on in-depth training on use of today's presentation tools.
- **EBSCO Host—Making the Most of EBSCO** (2 hour workshop, all levels)
 - Description: Workshop will give an in-depth training on the many features of EBSCO Host which is a subscription-based resource site paid for by the AZ State Library Assoc. Teachers will learn about how to use it and teach students to use this valuable resource to increase academic achievement. Hands-on training in school computer labs.
- **Assistive Technology** (Wylanta Jones teaches class, all levels, assisting special needs students with technology)
 - Description: This will help teachers learn about all the software and equipment available to help special needs students.
- **Research & the Internet** (how to evaluate websites and find the information you need, online course 15 hours, all levels)
 - Description: Online course to aid teachers to find effective and valid websites and to teach their students on how to evaluate websites for research.
- **FUNDING REQUEST:** To successfully promote training in the effective use of technology, the District Technology Committee recommends that consideration be given to offering a \$20 per hour stipend to attendees, with a maximum stipend of \$300 for the year. One-time funds could be used to support this incentive. For all staff who use technology in the instructional setting to participate, approximately \$170,000 would be needed. One-time moneys might be a way of funding this endeavor next year.

PLANNING

-Technology Committee

- The District Technology Committee met multiple times in the spring of 2011 and will reconvene in the fall of 2011 to continue their efforts to promote the effective utilization of technology to enhance instruction and learning.

-Director of Technology

- Given the projected amount of additional IT-related activities in the District as we work to deploy more technology-infused instruction and learning and, at the same time, move forward with distance learning opportunities supported by the YCETC, it may be an appropriate time to consider the creation of a true Director of Technology position. This

position could be established similar to our Directors of Transportation, Maintenance, and Food & Nutrition with a base wage of \$50,000 (\$64,300 with benefits/insurance).

Currently, we have three (3) vacant, funded positions in the District which could possibly be merged into a Director's position with little additional cost to the funded budget. They are:

Position #	Position	Budget Amount	Comments
335	Lead IS Specialist	\$38,168.64	Currently vacant.
3143	IT Technician	\$5,963.33 (M&O portion)	Part of position paid w/ CTE funds, CTE \$ not included.
606	Security Guard (BMHS)	\$17,617.84	Position vacant for over a year, funds used in the past to cover "over contract" cost for IT work at BMHS.
Total Available = \$61,749.81			

FYI, Prescott USD recently created a Director of IT position with a base wage of \$52,000.

CLASSROOM TECHNOLOGY BUDGET REQUESTS SUMMARY

- The following funding requests are provided with the understanding that there are many other competing financial needs across the District which must be given due consideration prior to moving ahead with these recommendations.

NEED	UNIT COST	TOTAL COST	FUNDING SOURCE
Classroom Network Drops	100 @ \$600 ea.	\$60,000	Bond? CORL? Other?
Classroom LCD Pre-wiring	300 @ \$2,000 ea.	\$600,000	Bond? CORL? Other?
Classroom Computers	214 @ \$700 ea.	\$149,800	CORL? One-Time? Other?
Classroom LCD Projectors	180 @ \$660 ea. + bulbs	\$124,000	CORL? One-Time? Other?
Classroom Document Cameras	220 @ \$500 ea.	\$110,000	CORL? One-Time? Other?
Classroom Sound Systems	300 @ \$200 ea.	\$60,000	CORL? One-Time? Other?
Classroom Remote or Smart Slates	300 @ \$250 ea.	\$75,000	CORL? One-Time? Other?
Classroom Technology Training	480 @ \$300 max. + benefits	\$170,000	One-Time? Other?

TAB 3

1.2

Professional
Development



Educational Services

Board Goals Update

Date: June 14, 2011
Subject: Professional Development
Submitted by: Kathy Kay, Director of Educational Services

1.2 The District will provide staff with professional development that is aligned with District goals and needs based on a survey of administration, certified staff and classified staff.

1.2-1 Establish professional development (PD) goals for the 2010-11 school year.

Metrics: District and site professional development plans

Status: Completed

1.2-2 Provide quality PD opportunities for administration, certified staff and classified staff that support district and school goals.

Metrics: PD publications, agendas, sign-in sheets, (available as requested)

Status: Completed

1.2-3 Develop a long-range comprehensive K-12 PD plan based on District and school goals.

Metrics: Long-range professional development plan

Status: Not completed; carry-forward to 2011-12

The supporting documentation details site-based professional development at schools for the 2010-11 school year from August 2010 to present. Topics were determined by principals. Common topics presented to school staffs were:

- Data analysis of student achievement results Instructional strategies relevant to grade levels
- Developing and writing SMART goals
- Student engagement
- IDEAL website training

Special Services and English Language Acquisition provided staff with professional development specific to their needs. Their schedules are included in the supporting documentation.

This is the first year such documentation of professional development has been requested of principals and directors. It is recommended that the template for site PD, which includes the following categories be continued in 2011-12, serve as documentation for site and department PD.

Date	Topic & Presenter	Audience	Expected Outcomes	Evidence of Learning
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Highlights of 2010-11 Professional Development:

- Focus on implementation of new AZ English Language Arts and Mathematics Standards (based on Common Core Standards)
- Closer alignment of PD activities with school and district goals, as evidenced by site-based workshops on AIMS data analysis, AVID workshops at middle and high school levels and decrease of one-day "random" workshops
- Expansion of HUSD Academy (formerly 101) with several new courses, one of which was offered online; Ed Services worked with facilitators to create consistency among courses, e.g., required seat hours for credit hours, evaluations, amount of homework
- First annual Summer Learning Institute – over 150 HUSD teachers registered for courses that focused on instructional strategies for teaching the new AZ English Language Arts and Mathematics standards

Recommendations for 2011-12:

- Use successes of 2010-11 as basis for developing 3-year PD plan
- Focus on critical areas that align with district and school/department goals
- Ensure continuity among various PD venues/providers, e.g., principals, instructional specialists, consultants, regional events, conferences
- Develop and implement metrics for measuring success of PD events
- Utilize elementary early-release Wednesdays to share expertise and build consistency among schools