

Weekly Board Report 11 March 2016

Tentative (Initial) Outline for Strategic Planning

1. Student Learning and Career/College Readiness
 - a. At least 65% proficiency rate for all standardized tests at all grade levels/
Graduation 4 year baseline at 97%
 1. Increased collaboration and collaboration time among staff
 2. Use data to drive instruction
 3. Mentor new staff
 4. Community confusion regarding intensity of training needed for college or career preparation;
 5. Lack of student vision regarding future paths.
 6. District continue to place emphasis on career training
 7. Teaching staff feels pressure to meet increasing requirements and demands
2. Core Process of Teaching and Learning
 - a. Teachers provided adequate collaboration time
 - b. All staff value and make affective use of collaboration time and efforts
 1. Strengthened / consolidated district-wide curriculum plan
 2. Not enough focus time for collaboration
 3. Lack of community understanding of our Schools
 4. No clear overall view of curriculum
 5. Staff tightly scheduled, leaving limited opportunity for change and flexibility
3. Learning and Working Environment
 - a. Streamlined plan reduces initiative overload and increases staff buy in
 - b. Significantly reduced level of student misbehavior
 - c. Commitment to staff presence in the classroom
 - d. Increased number of staff becoming involved with change
 - e. Improved consistency in teacher reaction to student misbehavior
 - f. Increased teacher training
 - g. Initiative overload
 - h. Emphasis on cost
 - i. Staff morale is on the rise
 - j. Family dynamics flowing into the classroom
 - k. Student behavior complicates work environment
 - l. Staff attendance
4. Management of Resources; Human, Financial and Physical
 - a. Staff feels valued and encouraged to continually progress
 - b. All classrooms maintained and comfortable for productive learning
 - c. Finances of the district remain strong
 - d. Increased Legislative understanding of rural districts and our needs.
 - e. Improvements to salary schedule to encourage staff to continue their educations

- f. Financially strong and stable
 - g. Range of unfunded mandates headed down the pike
 - h. School buildings foundationally sound: on-going repairs, improvements and upgrades
 - i. Limited turnover in staff
5. Community Connections, Satisfaction and Engagement
- a. Increased training opportunities for students in various technical settings
 - b. Service projects performed by students throughout the area
 - c. Retired senior volunteer program or “foster grandparent” program
 - d. PTA/PTO
 - e. Find contacts to create / nurture community volunteerism
 - f. General recognition that our district provides a great education
 - g. Strong publicity and support from local media

The golf team at CVHS placed 2nd at their first match out of five teams. The JV team traveled to River Valley for their first meet and placed 2nd. The softball team placed 4th out of 16 teams at the Wickenburg Inv. last weekend. The baseball team went 2 – 0 this week and will attend the Route 66 tournament this weekend in Mohave Valley. The cheer team placed 4th in the state competition last weekend. See attached pictures.



Quarter 3 grades were mailed out to the students March 10th. The students in credit recovery on Friday's have increased and several students have completed their makeup credits. CVHS is looking at mandatory tutoring on Fridays for students who have 3 or more F's.

The student council held the annual talent show on Thursday, March 10th in the theater. We had ten entries. The event went great. The talent at CVHS is outstanding and the student council members did a great job of organizing and producing an entertaining and fun event. The afternoon of the 10th the student council and staff at CVHS served hotdogs, chips and a drink to all students for free. Also the students were treated to fun activities and games. DPS and the student council had a seatbelt simulator and drunk goggles for the students to experience what to do and what not to do. A special thanks goes out the CVMO, DPS, Rick Watkins, CVHS staff and the CVHS Student Council for a terrific job on spring fling.

Camp Verde High School is the best kept secret in the Verde Valley for high schools. The increasing number of dual enrollment credits a student at CVHS can earn is tremendous in academics and CTE courses. We have had several students with the help of CVHS teachers have started their own businesses. They have been very successful and the guidance the staff has given them is tremendous. Two students have built furniture items using the skills they have acquired from Mr. Harper in the wood shop and are selling the items at the local swap mart in Camp Verde. The Ag. Science II students have grown lettuce in the garden and have sold the lettuce to staff members at each school site. The Intro. to Ag. Science students have started selling the eggs from the chickens they hatched out last year. The proceeds are put back in the programs for supplies. The welding students have created horse shoe pumpkins, Christmas trees and several other items which they have sold. They continue to use the plasma cutter to produce signs and wall decorations for local residents. The automotive students have used their skills to change oil, turn breaks, re-build engines and transmission for staff members and local residents. The culinary arts program has helped serve at banquets. Some culinary arts students have started making and selling pies and cakes to local restaurants and businesses to sell to customers. The digital media classes have entered several contest and have produced marketing materials for several businesses in the community. These programs continue to not only teach the students their curriculum but skills to succeed in life from business management and work ethics.

On Friday, March 4th CVUSD administration met with several businesses owners and town personnel to discuss entrepreneur opportunities. During the meeting we discussed the internship program at CVHS which students work in local businesses in their related CTE program. We ask the businesses if they could help set up some opportunities for our students. After the meeting, Ace Hardware manager and Tire Pro Automotive owner discussed their interest in having some openings for next school year. The group discussion led to future researching and possibly creating a 5th day program which will incorporate the CTE programs and the marketing of the products created by our students. The entrepreneur program from ASU with our staff at CVHS will create curriculum for student interested in becoming business owners. We are extremely excited about this possible new program working with ASU and the Town of Camp Verde.

Camp Verde Middle School had another eventful week. Mr. Howe was in Flagstaff Tuesday and Wednesday for the EDISA conference. (EDISA is Examining Data to Improve Student Achievement) His team of Jocelyn Alvey, Stacey Munger, Jessica Smith, and Eric Hansen made great progress in developing a plan to help our students.

Tuesday the 7th grade went to Teen Maze in Cottonwood. Teen Maze has several sponsors including MatForce. The whole purpose is to make our students aware of the dangers of drugs, alcohol, sexually transmitted diseases, and other related topics. Camp Verde Middle School has been attending the event

for many years. The students were respectful, engaged, and behaved for the volunteers. We received many compliments about our school. Officer Dave Freeman from the Camp Verde Marshall's Office said we were the most respectful 7th grade class he has seen there in 4 years. Way to go 7th grade team!! Also this week in 7th grade, Mr. Tankesley's Science class is using the scientific method to help design an earthquake proof city, creating single multiple story structures that they will build with toothpicks, glue and marshmallows. At the end of the week they will test the structures and redesign them based on the test results.

In Mrs. Monroe's 8th grade Math classes, they are finishing up a Geometry unit on transformations. Students have been doing hands on activities all week where they are practicing translations, reflections, and rotations using shapes on the coordinate plane, ending with a group "stations" activity where they work together to figure out what happens to the x and y values after given transformations.

Did the Science of Chemistry begin with an alchemist super-heating urine in an attempt to make gold? What?! How did the invention of the battery literally jump start the search for elements and the discovery that electricity is a fundamental aspect of all matter? Mrs. Koeppe's 8th grade Science students are investigating how the pioneers of Chemistry unlocked the mysteries of the atomic and subatomic universe! From there, they will examine how and why various elements interact to form molecules, compounds, mixtures and solutions.

This week, Mrs. Tankesley's Language Arts classes "dressed for success" while taking the Galileo benchmark test. They knew if they felt good about themselves, they would probably do better on the test. Mrs. Norman's Title 1 Reading classes finished reading Tuck Everlasting and watched the movie. Now they will compare and contrast the two. Also at Camp Verde Middle School, we have had 9 new students enroll in the last 8 days! Growth is good!!

Mrs. Monroe took six students from her Teen Leadership class to help serve food at the annual Marshall's Office awards banquet on Tuesday night. It was a great opportunity for the students to practice the 8 cues that they have learned about in Teen Leadership class. They did a great job and we really appreciate them taking the time to volunteer for that on such short notice!

The softball team is 3-2 after their win Tuesday against Big Park. The girls travel to Cottonwood Thursday, to play a much bigger school. The baseball team had its first loss Tuesday as they lost a tough one to Big Park. They have another tough game Thursday, home against Cottonwood. Good Luck! Cowboys!! Thursday afternoon, the teachers are taking on the 8th grade girls and boys basketball players in a little round ball game. Staff figured they (the students) could heal over break! LOL!

Gifted teacher, Denise Meyer, attended the next class in a series of gifted classes offered by the county. Incorporating Critical and Creative Thinking taught by Dr. Josh McIntire offered several ready-to-use teaching strategies to more effectively engage all students. All students, including identified gifted students, need to be exposed to and work through higher-level problem solving. These classes are offered free through the county and come highly recommended by Denise.

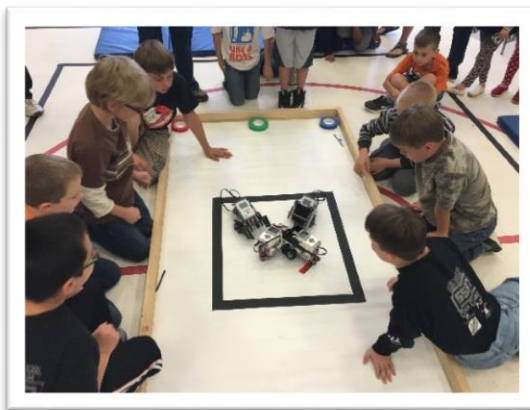
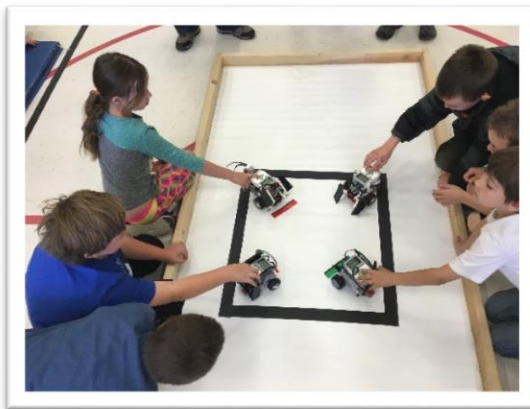
Gifted classes grades 1-4 are researching topics of their choice, taking notes, and compiling a PowerPoint to share their findings with classmates. They are truly having a blast, and we are hoping to share with homeroom classes as well.

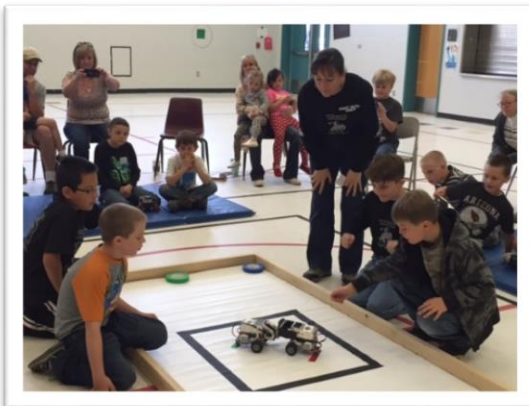
Fifth graders will finish *Animal Farm* within the next couple of weeks. Classroom discussions have revealed the students' amazing comprehension and application of literary concepts. Students will choose a

culminating activity to formally assess. Stay tuned for more regarding the assessments. I am hoping to have a wide array of learning activities including TED talks, letters, board games, etc.

The Battle of the Bots was an enormous success last Friday as teams competed to see which robot had the best structural design and program for pushing other robots out of the designated square. Tyler Roth and Joshua Ayotte built and programmed the winning robot Z-Mech. Competition was fierce, but after several elimination rounds, Z-Mech pushed the final competitor out of the square to take the prize. After the main competition, the students competed in several follow-up four-way matches (pictured below).

Battle of the Bots is a Friday program run by the robotics coach, Peggy Dickey. The program allows students to practice programming and problem solving, while teaching them the value of good sportsmanship. In a photo below, you will see competitors shaking hands after a match. Mrs. Dickey emphasizes the importance of good sportsmanship by integrating it into each class and competition.





The fifth-grade class was treated to a reward field trip on Thursday this week. Students who had completed all homework and had good grades saw Zootopia at the Harkins Theater in Sedona. This outing was one of four quarterly field trips that have been used to motivate students who are getting ready to move on to the middle school next year. 107 students in total attended the field trip—way to go, 5th graders!



5th grade student, Chandler Plante, has been chosen as a Carson Scholar for his leadership and service to his community. Chandler and his family will travel to San Diego and attend the Annual Carson Scholars Fund West Coast Awards Banquet on Sunday, April 24th at San Diego State University. In addition to the Banquet, Chandler will be awarded a \$1,000 college scholarship.

Wednesday, March 9, nine South Verde students accompanied Deon Murphy to the Food Bank to participate in the monthly community service. Although it was not as busy as most months, Ms. Murphy remarked that the volunteers had plenty of work to do. The strong five male students happily carried boxes of food and non-food items to senior citizens' cars; the females handled the organization and handing out of vegetables, Gatorade, and bread. Deon was given the task of breaking down boxes - a never-ending supply of boxes! Penny Goodwin, the supervisor, expressed how grateful they are to the students and Deon for their kindness and good spirits.

Twenty-six students traveled to Cottonwood Wednesday with Mrs. Zawel to attend the Teen Maze at Clemenceau Museum. The maze featured nine booths of varying information. A seat belt presentation occurred first, with a simulation of a roll over involving a dummy adult and a dummy child in a car seat. Upon entering, each student received a bag with informational pamphlets and handout items. The South Verde students were separated into two groups and traversed from booth to booth learning about the harmful effects of tobacco, drugs, alcohol, unhealthy relationships, poor eating habits, and lack of exercise. Students were given hands-on activities that tested their brain power, physical endurance, and coordination skills. Although a number of the SV students had participated in the past, there were students who had not. It was an enjoyable experience for all!

Many thanks to Joan Bourque, SV's past art teacher, for completing the beautiful mural in Denise Meyer's classroom at the elementary school. The mural was a labor of love, involving SV art students, as well as elementary gifted students. The mural is an homage to STEAM and its fundamental components, enlightening the minds of students and life-learning learners alike. A picture truly cannot do it justice. One must experience the beauty in person. Go! Hurry! Visit Mrs. Meyer's classroom and see the painting for yourself!

Multiple teachers at SV were reduced to tears Wednesday, March 9 around 3:00 p.m. Not tears of frustration. Not tears of anger. Not tears of sadness. Tears of absolute, blissful joy! A sixth year senior, Maya Turner, GRADUATED! (Yes, that word warrants all capital letters.) Maya has attended South Verde for the past five years off and on. Although she wanted to quit many times, Maya was persistent and kept moving forward. The mother of two children with her long-time boyfriend, Maya managed to juggle motherhood, school, and a full-time job. The product of a difficult childhood, Maya is one of the few members of her family who have graduated from high school. Maya is a testament to hard work, persistence, dedication, and a positive mental attitude. Not only did she earn her diploma for her own self-worth but also for her children; she stated she wanted her children - one of whom she had just this past December - to be proud of her. Well, Maya, we are ALL proud of you!

A special thank you to our Title I paraprofessionals district wide! They do an outstanding job of working with struggling students in small group and one on one settings to provide supplemental support in reading and/or math. The Title I team at the elementary schools serves approximately 150 students each day. Some paraprofessionals are placed in to support with a classroom and others pull students to use specific tutoring resources in the Title I rooms. They also provide after school tutoring and recess duty coverage. We are fortunate to have such an experienced and dedicated team! Thanks for all that you do!!

Last Friday, Mrs. Witt attended the Committee of Practitioners meeting for Title I in Phoenix. This committee is where some of the initial information regarding ESSA is presented. Although the law is approved, it will be a several month process for the ADE and lawyers to decipher the law relate it to

LEAs. The school year 2016-2017 is a transition year. The requirements of the new ESSA will not go into full effect until FY18.

Here are some initial things that we are learning from the ESSA:

- 1) To support school improvement activities, SEAs must reserve 7% instead of 4%. This should help to offset the elimination of the NCLB School Improvement Grants (SIG).
- 2) LEAs have a new option to reserve up to 3% of their Title I funds to award grants to pay for direct students services.
- 3) ESSA incorporates the concept of a “well rounded education” which we are waiting for a further definition of that term.
- 4) There will be additional expenditure reporting on the LEA and SEA level.
- 5) Funds allocated to provide services for eligible private school students must be calculated before any set asides are made by the LEA.
- 6) Regarding supplanting: instead of looking at individual costs, compliance is tested by looking at the aggregate amount of money going to the Title I school. More flexible with supplanting but focus on supplemental.
- 7) Title II expands the list of acceptable activities for these funds.
- 8) ESSA created a new grant program to be funded in FY18. Three focuses of this grant: provide well rounded education; improve school conditions for learning; improve use of technology. This will be a formula based grant not a competitive grant.

Over all, Title I operations will not see basic operational changes. The first estimates of Title I allocations are coming out based on the President’s current budget. Arizona is expecting an estimated \$328,927,956. Yavapai County as a whole is expected to receive 4% less among its schools. However, our census numbers were down and we have been notified by the ADE to expect closer to a 10% decrease in our Title I allocation up to \$72,000. We do anticipate carrying forward funds from this year to help offset this possible decrease. Title I allocations are not finalized until June.

AZELLA Spring Reassessment testing has been completed district wide. Results should be sent to the school in May or June. The results will then be used for structuring the ELL programs for FY 17 and individual performance results will be mailed to parents.

EDISA teams from the Elementary and Middle Schools went to Flagstaff this week to continue training and working on their building goals for EDISA. EDISA stands for Examining Data to Improve Student Achievement. The EDISA teams were in Flagstaff on Tuesday and Wednesday, March 8 and 9. The teams continued to work on the problem statements that they had developed earlier this year. The teams are working to improve reading scores for students at their schools. During the trainings this year the teams were presented ways to examine data, track data and utilize that data to drive decisions to improve student reading scores on State assessments.

The Elementary team consists of the following members; Britta Booth, Karen Castillo, Dale DeVries, Chris Gilbert and Lucy Rodriguez. The Middle School team has Jocelyn Alvey, Eric Hansen, Danny Howe, Stacey Munger and Jessica Smith on it. These two teams will begin implementing their plans during the 2016-2017 school year. Additional implementation is scheduled for the 2017-2018 school year with a plans to sustain the changes throughout the coming years.

Both teams took information away from the training that will be put into practice soon in the District. A reading presentation made by staff members from the Arizona Department of Education was talked about

by both teams. The presentation provided additional ways to document accommodations for students as well as diagnostic information to improve the student's reading skills.

The teams will continue their work throughout the rest of the school year and into the summer. The teams will continue to look at data and analyze this data to make decisions that will guide instruction to improve the reading skills of students in the District.

EDISA is a program that is funded through the Arizona Department of Education through the Exceptional Student Services division. The District first began looking at data through the EDISA project last school year (2014-2015) when the District team began looking at reading score of students in the District. That District team has the following members; Jocelyn Alvey, Tammey Carter, Dale DeVries, Debbie Justus and Stacey Munger. The District team continues to meet on a monthly basis to work on its goals and to work with the teams from the Elementary and Middle Schools.