

Weekly Board Report 13 May 2016

Today we signed papers at the title company closing the purchase of the South Verde building. Recording of the title document should happen today and the South Verde building will transfer to District property. We have received word from Terry Teach she is working on the legalization of Next Generation Child Care. We hope to continue that partnership offering child care options to our community.

I wanted to make you aware of our summer plans: Along with the usual summer activities of Summer School, yearly maintenance catch-up, etc., our technology department is busy planning with our vendors for the approved technology upgrades. Again, this will include wireless access points district-wide, switch upgrades, and increased band-width. Also, various jobs related to the water intrusion situation are being planned for this summer. We are working with our insurance company and the School Facilities Board to see what support can be expected for this project. Testing and remediation of various areas of our campus are being planned. We hope to take advantage of these summer months to put the District in a better position to accomplish our goal of: Providing students a safe and caring environment in which knowledge, skills, and attitudes enable learners to become productive citizens.

Camp Verde High School has been a very busy campus over the last two weeks. It has been very exciting and rewarding for the students and staff. The awards and scholarship assembly was held on Thursday, May 12th. Over \$550,000 in scholarships was given out during the assembly. We still have several scholarships, which have not been awarded to students by local groups. We are hoping to top \$600,000 in awards for the Class of 2016 after they receive these awards. The class currently has 78 students on track to graduate. We will have the final numbers on Tuesday after the senior final exams. Several students received awards given by CVHS teachers for most improved and top performers in their classes. We currently have 10 students with perfect attendance who are eligible for the free car drawing provided by Larry Green Chevrolet. The drawing is for Mingus, Sedona and Camp Verde HS students with perfect attendance. It will be held on May 28th.

On Monday night the CVHS Softball team played in the Division IV state championship game at ASU softball stadium. The crowd for CVHS was tremendous. Over 250 people attended. They ranged from past graduates, current students, employees, parents and relatives. It was a great game but the Cowboys came out on the bottom by a score of 0 to 5 to Pueblo Magnet HS. Pueblo Magnet HS is a Tucson high school with over 1400 students. The girls had a very successful year and we are proud of their State Runner-Up Trophy. (See Picture)

The week was filled with several events. On Tuesday the Fellowship of Christian Athletes at CVHS held the Baccalaureate for the seniors at the Calvary Chapel Church at 5:00 pm. It was a fun and inspirational event led by our students. That same night in the theater CVHS held the Senior Memory Night. The Seniors presented the Senior Wills, Remember Whens, Most and the Senior Video. Several parents, family members and students attended the event. On Wednesday, Yavapai College and Camp Verde HS Fire Science program held the end of the year Certification ceremony at the Phil England Performing Arts Center at 6:00 pm. The high school fire science program had 15 students from CVHS, Mingus and Sedona receive completion certificates during the ceremony and 9 students from the Yavapai night program received the same certificate. The fire science students will take the state fire fighter 1 and 2 certification test this Saturday in Clarkdale. The same night Mrs. Worden and the high school choir held their end of the year concert in the courtyard at CVHS. The students did an excellent job with solos and group numbers. The last song was from "Sisters Act" and it was fun and they did an amazing job. (See Pictures)

On Thursday night the Camp Verde HS FFA held the end of the year banquet at the town gym. Over 150 people attended the event. Several chapter and state awards were given out to the FFA members for their accomplishments. The event was very successful. A special thank you goes out to Jones Ford Verde Valley for their donation of a steer to the program for educational purposes and to help with fundraising.

This year's CVHS yearbook received a national award from Walsworth which is our yearbook company. The award is for "Excellence in Publication" and is one of only 250 for the nation out of 5000 schools to be awarded. This is the second year in a row that CVHS has received the award. Congratulations to the students and Ms. Scott.

Upcoming events for CVHS:

Senior Final Exams May 16 -17

Underclassmen Final Exams May 18 – 19

Graduation 2016 is May 19th @ 7:00 pm on the football field

Teacher checkout May 20th

Summer School starts May 31st







Although things are starting to wind down, it is an extremely busy time of year at Camp Verde Middle School. Mr. Howe would like to congratulate Jocelyn Fitzgerald for earning Valedictorian and Kelton O'Grady for earning Salutatorian for this years' promoting class.



On Monday, the Yavapai-Apache Culture Department came to talk to the 6th grade class about the Native Americans that inhabited these lands before us. The presentation was in part to Mr. Shanks' Social Studies unit on the Native Americans in North America. Gertrude Smith and Reba Franco from the Yavapai Culture told of where their people came from and Jordan Lewis from the Apache Culture spoke of what it means to be a young Native American today. The

presentation ended with the Warrior dancers performing while Delmundo Cepress, Darin Smith and the younger boys drummed and sang. Thank you to all those who helped to make this assembly a great success.



Tuesday evening was the Board meeting, where Mrs. Gustin and the Accommodation School students gave an awesome presentation about a classroom of the future. This has been a PBL project that they have been working on due to our recent professional development on PBL. Great job Mrs. Gustin, boys and girls!!

On Wednesday, Mr. Howe started off his birthday with a group of students singing to him in the office. His day was filled with people and students wishing him a happy one! Many cards were given to him as well. He appreciates all the kindness! Thank you!!



Thursday was a crazy day!! It was the final, quarter 4, PRIDE reward. Mr. Howe had a BBQ and served hotdogs to 114 students that didn't receive a checkmark for quarter 4. These students went 9 weeks being on time, prepared for class, and having their homework done. There are many students who have done this all year long! Way to go kids!!! Those students will be recognized at next week's Awards Assembly on Tuesday May 17, @ 10:30.



Thursday afternoon there was an ice cream social that was put together by a few students for the whole school to celebrate the Middle School being named a National Showcase School for CKH!!! Thursday evening Mrs. Tankesley and Mrs. Wright, along with other chaperones, took 30 students to San Diego for the Gifted/Student Council trip. The students were excited.

Mr. Howe would like to thank the High School coaches that have been coming down throughout the week during lunch, to reach out to the 8th grade students interested in participating in athletics next year. Thank you for welcoming them!

Next week's events:

Monday-8th graders to Water World

Tuesday-Awards Assembly @ 10:30 in the MUC; promotion practice @ 1 on the field.

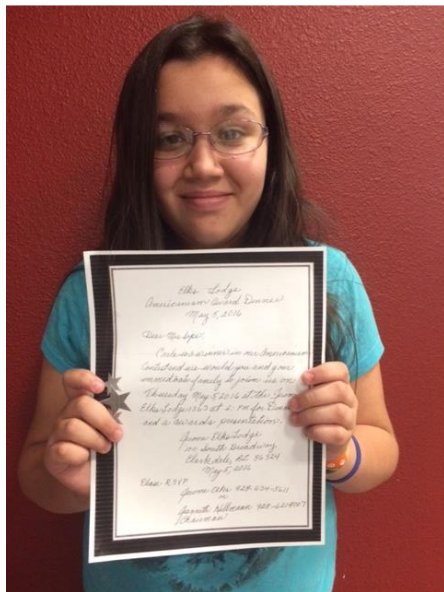
Wednesday-Promotion practice @ 10; Promotion @ 6

Thursday-Last day for 6th & 7th graders

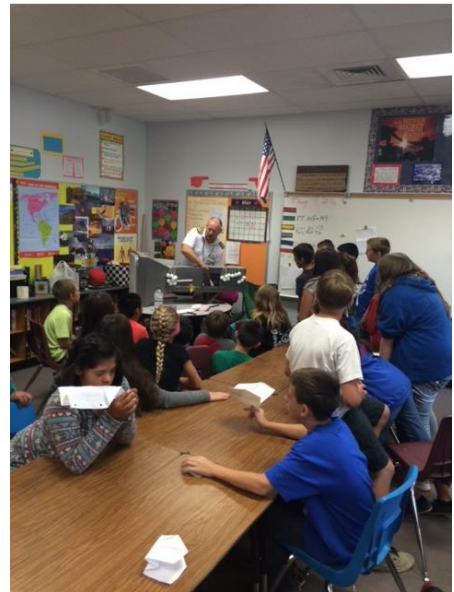
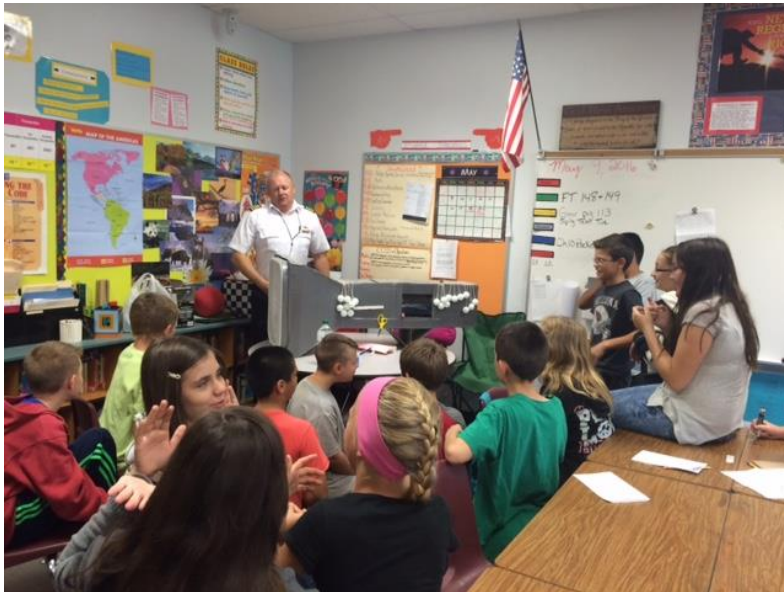
Friday-staff check out

We have a Jerome Elks Lodge Americanism Essay Contest winner at the elementary school!

Fifth-grade student, Carla Cota was one of three local winners of an essay contest hosted by the Jerome Elks Lodge. Carla wrote a one page essay on Americanism, and was chosen to attend an awards dinner on May 5th, where she was honored with a certificate and a medal for her excellent essay. Way to go, Carla!



This week, the entire 5th grade class participated in a special presentation by Mrs. Wattenbarger's husband, Brian Wattenbarger. Mr. Wattenbarger is a pilot (when he's not subbing for us on his days off!) and presented a science lesson on aviation. The lesson included Newton's Laws and Bernoulli's Principle. The students participated in several experiments to prove the principals including one with blowing on paper, two ping pong balls on a string, a cup and ping pong ball, and a coin, index card, and cup. The kids interactively predicted which of the four wings with different shapes would generate the lift in the wind tunnel. The presentation focused on the 5th grade science standard for motion and force, while educating students on how to become a pilot for a career or hobby.



Sometime an idea is so good, many people have it all at once. This was the case with a new tradition that was started between the elementary school and the high school this week. A recent story that has been on the internet made its way to our town. A small-town school had the high school students don their caps and gowns and walk through the hallways of their elementary school, where they are greeted with cheers, applause, and high-fives. Several of our staff members (elementary and high school) liked the idea so much, we quickly implemented it this year. We hope this becomes a long-standing tradition here at the elementary school, as it inspires the students to complete their education. The statistics for high school dropouts are sobering:

- The average dropout can expect to earn an annual income of \$20,241, according to the U.S. Census Bureau. That's a full \$10,386 less than the typical high school graduate, and \$36,424 less than someone with a bachelor's degree.
- While the national unemployment rate stood at 8.1 percent in August, joblessness among those without a high school degree measured 12 percent.
- Among dropouts between the ages of 16 and 24, incarceration rates were a whopping 63 times higher than among college graduates, according to a study by researchers at Northeastern University.

Anything we can do to encourage our students to value education and focus on graduation as a goal is worth the effort it takes. Below are pictures of the elementary students cheering on their high school friends and family!



Summer school planning is underway at the elementary school, with 84 students signed up to attend. This year, summer school will run for three weeks, five days a week, beginning on May 31st. Teachers will include Kristen Mezulis, Victoria Meheut, Lisa Young, Shelley Surber, Kim Vargo, Melissa Howe, and Brian Lewy. Mr. Lewy will be helping us with a new instructional intervention idea by heading up an ELL class designed to help our English Language Learners with their reading and writing skills.

The elementary talent show, hosted by our newly minted PTA, was a fantastic success! Fifteen acts performed for family and fellow students on Wednesday of this past week and included a wide variety of acts—hula hoop dancers, class videos, singers, and magicians. We even had a Grease “mash-up” act!





This week was the annual Pirate Treasure Hunt, hosted by Miss Jenny and the preschool teachers. Dressing as pirates, our smallest students went on a treasure hunt to find playgrounds, classrooms, bathrooms, and the office—all places they will need to be able to find next year as they become independent kindergarten students. The treasure hunt is always a big success and is a great way to introduce important learning while having a great time.

Tuesday, May 10, Jane Whitmeyer spoke at SVHS regarding the Future Leaders Town Forum to be held Thursday, August 18 from 9:30 a.m.- 11:30 a.m. at Yavapai College in Clarkdale to discuss "education in the 21st century and the role of educational services in the Verde Valley Region." Ms. Whitmeyer spoke about the importance of considering one's future now and the opportunity for students to participate on a local level regarding education/career opportunities.

Student Rosa Davila, a junior, was presented with very nice and generous gifts via the Kiwanis Club Wednesday morning as Student of the Quarter. Rosa won the nomination unanimously. The SV staff adores this young lady who displays a warm and respectful spirit. Sweet Rosa was moved to tears by the kindness of the Kiwanis Club. When asked by Pat Kaminsky of Rosa's future goals, she shared her dream of becoming a veterinarian, a perfect occupation for benevolent Rosa.

Marie Zawel and Deon Murphy met with Chris Hancock at the Multi-Use Complex Thursday afternoon to coordinate the plans for graduation night. All the inconsequential and non-inconsequential details were discussed and laid in stone. Once again, Deon gets to put her decorating skills to use, a final tribute to South Verde's 2016 graduates.

South Verde will be hosting a graduation dinner for the graduates and their families Friday, May 13, at 6:00 p.m. at the school. A large group is expected to share memories and to pay homage to the students and the families who helped them along the way.

Two more seniors completed their course work this week and are officially graduates from SV. That leaves nine more students who will finish their classes Friday, May 13. The grand total of 2016 graduates from South Verde High School is twenty-four. Graduation occurs Tuesday, May 17, 6:00 p.m. at the Multi-Use Complex. Rehearsal for graduation is Tuesday afternoon at 3:00 p.m.

Monday, May 16, SV students will be traveling to Arcosanti to experience its architecture and ecology. This site was recently featured on the Smithsonian Channel as an "architectural wonder." Students will be given a tour of the grounds and will be able to sample the locally-grown food from their gardens.

Mission:

Providing students a safe and caring environment in which knowledge, skills, and attitudes enable learners to become productive citizens:

Respect, Integrity, Positive Relationships, Accountability

Vision:

Our District will:

- Foster confidence, excellence, integrity, and a sense of belonging.
- Ensure each learner studies a challenging, academic and relevant curriculum, which enhances social, emotional, physical and ethical development.
- Work in partnership with all families and the community as an organization of engaged, motivated lifelong learners.

The Strategic Plan is coming together. The two committees, Phase I and Phase II, have done an outstanding job. We now have the end product in mind with the Mission and Vision statements in place (above). To that end, we need to start putting the tools in the toolbox, so to speak. The Phase II group has worked diligently to identify the tools needed to accomplish the Mission and Vision. During the board meeting on the 10th of May the board members received a narrative of the Academic and Affective learning portions of the Strategic Plan (pasted below). The other tools/dimensions still need to be written in narrative form. Until then, you will see an outline (below) of what will be implemented beginning next year.

When you reference the outline below, you will see that we have been working toward many of these goals already this year including, but not limited to: *Student Learning- we have added a Technology Teacher at the Elementary School. Student Learning - we have posted for the band/music teacher and have two applicants thus far. Student Learning – we will be training staff in Capturing Kid's Hearts district-wide this summer, beginning July 25; Student Learning - there is much, much more to come on this topic.....Student Wellness- an open salad bar will be provided daily next year to all students; Logistics- there will be one morning transportation run for all students, eliminating long wait times; Logistics- We have been working diligently to secure the campuses this year, and we will have a Student Resource Officer in place beginning in August; Logistics- Technology infrastructure upgrades will take place over the summer; Employee Care- We are working with NAU to gauge our teachers interests in various Masters Degree programs. A survey will be sent out to the faculty on Monday. We are also working with NAU on teacher recruitment; they will be assisting us in posting our job openings to students pursuing their degrees in education.*

There is much to do, before the first bell rings in August. The Strategic Plan is a living document, ever evolving, growing and under constant review. We are excited about the programs we are bringing to our students and staff and will do our best to make sure we can support them.

Student Wellness	Employee Care/Resources
<ul style="list-style-type: none"> A. Better breakfast/lunch program <ul style="list-style-type: none"> i. Baskets of fruit by the doors ii. Healthier choices for lunch—less fried, breaded, processed food and more freshly prepared meals. iii. Salad bar every day (elementary and M.U.C. sites) iv. Snacks for class B. Extensive PE program <ul style="list-style-type: none"> i. PE every day ii. Physical fitness challenges for students iii. Add swimming back to curriculum? iv. “Field day” for elementary C. Life Skills <ul style="list-style-type: none"> i. Physical <ul style="list-style-type: none"> a. Hygiene b. Comprehensive health/Sex Ed. c. Nutrition d. Substance abuse prevention education ii. Mental <ul style="list-style-type: none"> a. Study Skills b. Life-long learning opportunities c. Stress reduction/relief education iii. Spiritual (Emotional?) <ul style="list-style-type: none"> a. Young Life b. Community service 	<ul style="list-style-type: none"> I Teacher Cohorts <ul style="list-style-type: none"> A. NAU On our campus to give access to master programs II Recruitment <ul style="list-style-type: none"> A. Relationship with NAU B. Signing bonus III Retention <ul style="list-style-type: none"> A. Mentoring program B. Teacher Experience Index IV Incentives and Pay <ul style="list-style-type: none"> A. Pay increase B. Two Year contract

Logistics	Community and Outreach
<p>Logistics</p> <p>I School Start Times</p> <p>A.</p> <p>II Transportation</p> <p>A. One morning run</p> <p>III Campus Security</p> <p>A. Campus security gates</p> <p>B. Resource Officer</p> <p>IV South Verde Integration</p> <p>A.</p> <p>V Student Contact Days/ Calendar</p> <p>A.</p> <p>V. Technology</p> <p>A. Upgrade infrastructure</p> <p>B. One notebook per student and teacher</p>	<p>A. Internet</p> <ol style="list-style-type: none"> 1. Website improvements 2. Facebook 3. Community Wi-Fi <p>B. Community Outreach</p> <ol style="list-style-type: none"> 1. Volunteer Outreach, <ul style="list-style-type: none"> ● Kiwanis and other clubs 2. PTA <ul style="list-style-type: none"> ● Cultural Immersion 3. Parent Outreach <ul style="list-style-type: none"> ● Title 1 ● SPED 4. Attendance <p>C. Adult Literacy</p> <ol style="list-style-type: none"> 1. Language Immersion 2. Citizenship Assistance <p><u>*Career Progression</u> (Not sure what that meant or for who?) Teachers?, Students?, Parents?</p>

Academic Learning

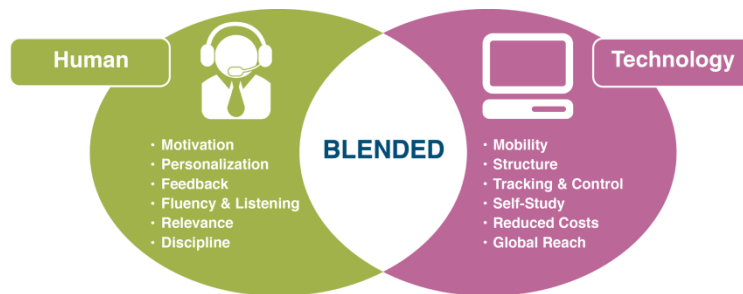
- Academic Learning
 - Junior achievement PBL specifically geared toward the business and real world environment.
 - Hybrid learning - Blended classes, half online and half traditional
 - Gifted and Talented
 - Clustering K-8
 - Challenging Programs based upon the level and sub-levels within each cluster.
 - Training on what qualifies GT
 - How do we teach to the particular levels of each one of the students.
 - Co-teaching -
 - Vertical - Across grade levels
 - Horizontal - within the grade level team
 - Move on
 - Music/band
 - Fundamentals of math, counting principles
 - Training and practice relates to positive study habits
 - Keyboarding 1-8
 - Tech teacher at the elementary school to help teachers create keyboarding programs to help students in the future.
 - Prepare district for technology rollout of chrome type of devices to all K-12 students.
 - CTE
 - Cosmetology
 - Entrepreneurial -
 - Example Junior Achievement
 - Working with business leaders in the community
 - Help students utilize business techniques with products and services created by our own students.
 - Dual Enrollment

Affective Learning –	
● Affective	<ul style="list-style-type: none"> ○ Teen Leadership ○ Extracurricular Expansion ○ Ownership ○ Rewards and Awards ○ Incentives to Learn ○ Volunteerism
● Assessment	<ul style="list-style-type: none"> ○ Diagnostics <ul style="list-style-type: none"> ○ Teacher Consistency

Academic/Affective Learning – (Narrative)

Academic Learning

- Junior achievement PBL specifically geared toward the business and real world environment.
 - JA BizTown® is a learning experience that teaches 4th, 5th, and 6th grade student's economic concepts, workplace skills, and personal and business finances in a student-sized town built just for them. The teacher- led curriculum enhances student understanding of work ethic, economics, leadership, and teamwork. JA BizTown combines in-classroom learning with real world application. During the in-classroom lessons, the students explore career options, interview for jobs, create a business plan, calculate operating costs, and design a marketing campaign. Biz town <http://www.jaaz.org/ja-biz-town/>
 - JA Finance Park® is a learning experience geared towards middle and high school students which develops the skills necessary to make personal financial decisions through an experiential, real-life simulation. In the classroom, teachers will choose from traditional or project based lessons which will prep the students on exploration, managing monthly costs, saving and investing and creating a personal budget. When students arrive at JA Finance Park, they will be allocated a job, family scenario, and annual salary. Based on this information, students will put their classroom studies into action and make a series of money management decisions. JA Finance Park <http://www.jaaz.org/ja-finance-park/>
- Hybrid learning - Blended classes, half online and half traditional



- Blended learning is defined as “a formal education program in which a student learns at least in part through delivery of content and instruction via digital and online media with some element of student control over time, place, path, or pace.” Students will be given a google account and have access to courses where content is presented in both traditional live form and in an online google classroom. This would prepare our students for online learning as it is presented in higher education. The students will also have greater access to materials and content due to the functionality of online resources. For more information on blended learning the following is a good resource <https://blended.online.ucf.edu/about/benefits-of-blended-learning/>

- Gifted and Talented

- Gifted and talented has been confused with Advanced Placement in the past. For students who are truly gifted they are tested and placed into the gifted program. The gifted instructor will/can administer a test to identify the truly gifted for the placement in the program. The gifted students are then clustered and are given increased opportunities for in depth learning. Gifted students have their own set of standards, <http://www.arizonagifted.org/gifted-standards/>. Classroom teachers will be given training on how to identify and challenge truly gifted students. Teachers will also receive training on how to teach and approach a gifted student.

- Clusters and ability level grouping will happen within each grade level in order to build upon each students individual strengths. Challenging programs for students will be available based upon the level and sub-levels within each cluster. Teachers will be given training on differentiated instruction and leveling strategies.

- Co-teaching

- Vertical (across grade levels): Teachers will pair with a class of a different grade level and work together to meet standard based goals. The students will create a peer mentor relationship in order to peer teach and model. Vertical co teaching will involve two or more certified teachers focused on student learning and achievement through problem based learning.

- Horizontal (within the grade level): Teachers will work within a grade level to create learning opportunities for students that

are cross curricular and enriching. The lessons provided to the students will be enriching and include standards from multiple disciplines.

- Co-teaching with Certified Teachers and

Paraprofessionals: Paraprofessionals will be trained on responsibilities and strategies within the classroom to support the classroom teacher.

They will learn how to meet the needs of the students, so, in turn, the students will be able to meet the needs of the teacher.

- Music/band

- Fundamentals of math, counting principles

- Training and practice relates to positive study

habits

- Computer Skills

- Computer and technology training is vital to the success of our 21st century students. Tech classes will be offered using Arizona technology standards <http://www.azed.gov/standards-practices/academic-standards/2009-technology-standard/> The focus of the technology classes will be the focus on the skills needed for success in their grade level courses and beyond.

- Keyboarding

- The students will gain skills in keyboarding in order to help them be successful on standardized writing exams. Tech teacher at the elementary school will create keyboarding programs to train students in the future.

- Teachers will be given training on integrating technology within daily lessons.

- Infrastructure to sustain technology: The district will prepare for technology rollout of chrome type of devices to all K-12 students.

- CTE - These programs will expand in order to meet the community needs of employment and to meet the needs of our students. CTE courses are curriculum based and sources for problem based learning in real world situations. Many courses will be discussed and added based on student needs. Examples of new programs would be:

- Cosmetology

- Entrepreneurial- Example Junior Achievement, working with business leaders in the community, Help students utilize business techniques with products and services created by our own students.

- Technology - Web design, programing and software installation/maintenance.

- Dual Enrollment - Opportunities to take college education courses that provide both college credit and high school credit.

- Affective

- Teen Leadership

- Teen leadership is a CKH program intended for middle school and high schools students with all backgrounds and abilities. Life skills are given in teen leadership that transfer into life after school. Teen leadership can be credit based, and is an expansion of Capturing Kids Hearts.

- Students learn leadership skills, principle based decision making, personal responsibility, attitude, social skills, consequences of choices, resisting peer pressure, healthy relationships , conflict resolution/ peer mediation, public speaking and goal setting.

- Extracurricular Expansion

- Growth of activities provided for students will expand their learning, and personal growth outside of the school day. This would consist of Friday Programs and after-school programs. Activities will be proposed by teachers and community members to provide a large pool full of a variety of activities.

- Ownership

- Community - Building relationships with community based groups in order to have invested stakeholders who value our district. This can be done through community outreach, volunteerism and school participation in town events.

- Staff - Supporting our mission and values as a district.

- Students - Opportunities provided for students to value their education and become invested.

- Rewards and Awards

- Set high expectation for achievement, and make a clear path for students to achieve goals. Provide opportunities for students to gain rewards for academic achievement. A committee to determine criteria for awards and rewards will be set up. The committee will consist of a mix of K-12 teachers. This committee will determine high achieving awards that will create a cohesive step ladder of achievement. The committee will write up criteria and application for each award/reward.

- School-wide rewards will be discussed by committee and ideas will be presented to administration for review. Example: Pride Trips, CKH showcase etc.

- Incentives to Learn

- Setting high expectations for K-12 students that provide incentives to learn that are both intrinsic and extrinsic. Use CKH to provide a learning environment that is accepting of mistakes, but encourages learning with purpose. Use social contracts in all settings, and honor them in all settings.

- Set up programs for students who learn and meet the requirements of a general course to advance through independent study or other enriching programs that will grow their education.

- Make students aware of reward and award programs.

- Volunteerism

- Community outreach to members and groups to volunteer. Provide a electronic avenue that is both easy and safe way for community members to volunteer.

- PTO can work on recruiting and engaging community members of our school events.

- Expand the PTO program K-12.

- Assessment

- Diagnostics

- Teachers will use AimsWeb K-8 in order to track data over time. Student scores in both math and language arts are recorded over time, for both diagnostic testing and progress monitoring. This will provide our district with data that is rich in content and provides the capabilities to track student progress over the long term.

- Teacher Consistency

- Teachers will meet within grade levels and provide consistency across the grade level. Teachers will work together to create a cohesive environment of standards and learning across the grade level.

- Teachers will keep notes on students and then share them with the grade level in which the students will be entering at the end of each year. These meetings will provide the incoming teacher will valuable information that will help them serve the student more effectively.