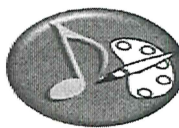
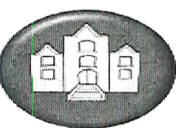


If you only knew...



Come to know
FOOTHILLS SITE COUNCIL

October 7, 2019

LIBRARY 6:00PM

SUMMARY

Sign in – Welcome

Budget Review- Start of the 2019-20 School Year

Adjustments

EOY Total

Current* Balance

% Available*

M&O	\$26, 289.00	100 th Day & November		\$16,545.80	63%
Capital	\$15,291.00	November roll over		\$8,431.32	55%
Title I	\$101,127.00	None		\$12,796.42	13%

*a close estimate

AGENDA ITEMS

Budget: The Title I Budget has not been communicated as it has in the past. There was a budget shared with us with a \$5,628.75 addition as we believed. Based on the process of budgeting last year and signing off on all the budgeted items, the signed off budget for staff was missing the \$5, 528.75 focus. This was taken from our planned budget for the 2019-20 school year.

The budget was discussed as there were, again, errors in the Title I communication and the sense that we received \$5000+ dollars. This was not true as we had to reduce our budget for this amount due to miscommunication of the staff funding. This was a planned and signed off on budget last year and the past communication of more funding as it was represented in the budget was perceived as more. The reduction of funds as we had planned for PD and some family engagement activities were reduced and may have been taken away.

• Monthly Monitoring

- Behavior
- Instruction
- Foundations Literacy Data
- Goals for School
- Safety

Discussed the opportunities to monitor things that happen at school. As we had done in 2018-19 behavior will be monitored consistently. There is a plan to monitor instructional data (MQI Presented Below). As the school goals have a late sense of starting due to district SLO goals due dates. We will also try to address the school goals (Writing, Redcritter, MTM, Math Mindset). Finally, we discussed any safety issues we have as a school.

• PUSD M&O Override Info

Information was general and was provided about the override coming up and the idea of ballots being mailed. The concept of M&O funding was questioned between the regular sue and bond money. There was discussion of 85-90 % of M&O money being used for salary of all PUSD staff. Other funding for curriculum, supplies, programs, etc. Mentioned the mail in only portion of the ballot as there was no drop off points for ballot collection.

• Monitoring Quality Instruction

Presenting and discussing the aspects of quality instruction that can have a good sense of how the school functions in

teacher interactions, cognitive levels, communication of learning, and rigor and relevance. The principal would also challenge the site council to review some teaching scenarios to see where these actions occur and how the data will make sense to the school.

Discussed the red critter program and update. There were some concerns why this was not in use as we had planned the start of the year and now it is the end of the first quarter. There were many factors such as business service, set up of badges and point systems, and finally the connection to PUSD IMT. We were waiting and there was confidence this would be completed this next week.

- Red Critter

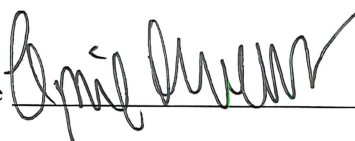
- Science Center Training

A brief presentation about the training received the same day as the Site Council Meeting with Dr. Benson and two teachers for use of Makerspace equipment for wood working (CNC) and the potential use of the program training and membership to compete school wide murals that support our school. A demo was presented of a falcon carved from plywood. There was discussion of other ways and family involvement as well. Even some student projects. We had many to do but happy to accomplish this idea for the 2019-20 school year.

- Family Nights (PTSO/Title I)

No Discussion

-
- Further discussion on bullet points
 - Future agenda items
 - Adjournment
 - MQI Challenges
 - 7:10 PM

Member Signature  Date 10-15-19

Any Voting Needed? YES ☒ NO ☐
Any TAX Credit Funds allocated? YES ☐ NO ☒

Amount Allocated-

Not to Exceed \$

Purpose of Funds:

FOOTHILLS
SITE COUNCIL MEETING
DATE 10-7-19 TIME 6:00PM

[illegible]

INCIDENT ACTION	#	%
Positive Discussion	16	14.95%
Productive/Directional Discussion	40	37.38%
Warning	12	11.21%
Detention	22	20.56%
Off School Suspension	4	3.74%
In School Suspension	13	12.15%
	107	

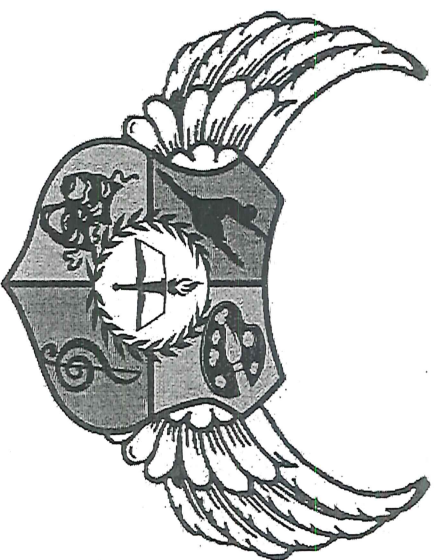
LOCATION OF INCIDENT	#	%
Teacher Report	79	68%
Staff Report	15	13%
Admin Report	10	9%
Student Report	13	11%
	117	

REFERRAL ISSUED?	#	%
Yes	55	48%
No	60	52%
	115	

INCIDENT TYPE	#	%
Yellow Card - Aggression	17	15%
Red Card - Aggression	2	2%
Student Reporting	7	6%
Follow Up Conversations	0	0%
Discipline Issue (Matrix)	27	23%
Teacher/Staff Report	51	44%
Parent Call/Concerns	4	3%
Admin Observation Concern	0	0%
Bullying Report	7	6%
Self Harm	1	1%
Threat	1	1%
	117	

LOCATION	#	%
CLASSROOM	62	53%
TRANSITIONS	13	11%
PLAYGROUND	27	23%
LUNCH	7	6%
RESTROOM	2	2%
LOCKER ROOM	1	1%
PE CLASS	1	1%
SPECIALS CLASS	2	2%
BUS	0	0%
FIELD TRIP	0	0%
TO SCHOOL	1	1%
FROM SCHOOL	0	0%
	116	

FH Behavior Data



DISCIPLINE CODE	#	%
19- Leaving School Grounds	0	0%
22- Theft	3	5%
28- Harassment	0	0%
28- Verbal Abuse	0	0%
29- Bullying	0	0%
30- Threat or Intimidation	1	2%
31- Hazing	0	0%
33- Disorderly Conduct	27	49%
34- Fighting	0	0%
35- Assault	2	4%
36- Aggravated Assault	0	0%
43- Harassment Sexual	0	0%
47- Vandalism- School	0	0%
47- Vandalism- Personal	0	0%
50- Firearms	0	0%
55- Alcohol	0	0%
56- Tobacco	0	0%
57- Drugs	0	0%
64- Lying	0	0%
67- Plagiarism	0	0%
70- Inappropriate Use of Technology	1	2%
73- Public Display of Affection	0	0%
74- Dress Code	0	0%
76- Gambling	0	0%
78- Inappropriate language	2	4%
79- Def/Disrespect	10	18%
79- Defiance	1	2%
79- Disrespect	3	5%
79- Non Compliance	0	0%
79- Abuse of Staff	0	0%
79- Insubordination	1	2%
80- Bus Violation	0	0%
80- Cumulative Violations	0	0%
80- Good Neighbor Violation	0	0%
80- Violation of other school policy	0	0%
84- Minor Aggressive Acts	4	7%
85- Tardy	0	0%
87- Combustible	0	0%
89- Endangerment	0	0%
90- Recklessness	0	0%
93- Harassment Sexual Contact	0	0%
	55	

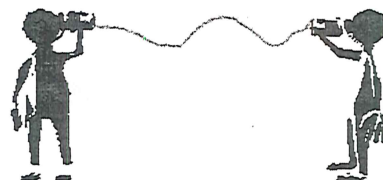
MQI

Monitoring Quality Instruction



STUDENT TEACHER INTERACTION Teachers and students interact in different ways to support different types of learning.

Active Engaged Learning	
Student Learning Conversations	
Teacher-Led Instruction	
Student Work/Teacher Engaged	
Student Work/Teacher Disengaged	
Total Disengagement	



A	Students don't know the target of the learning.
B	Students know what they are learning.
C	Students know, with some precision and clarity, the target of the learning and can state why it is important to learn.
D	Student can articulate with a great deal of precision the target of the learning and tie it with personal and emotional connection to its importance.

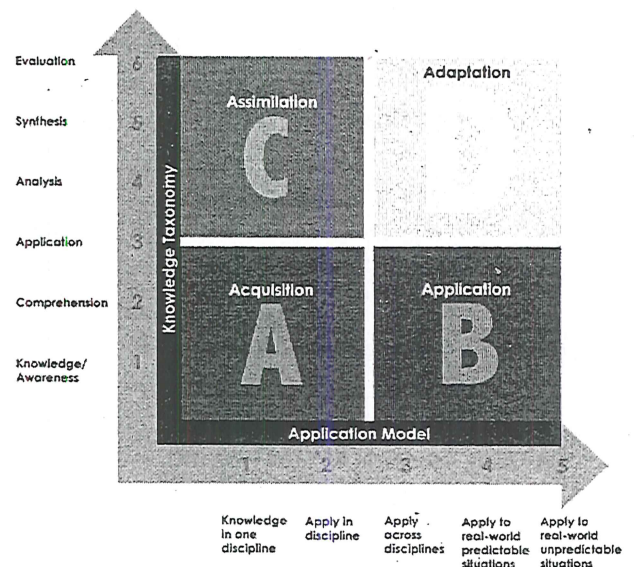
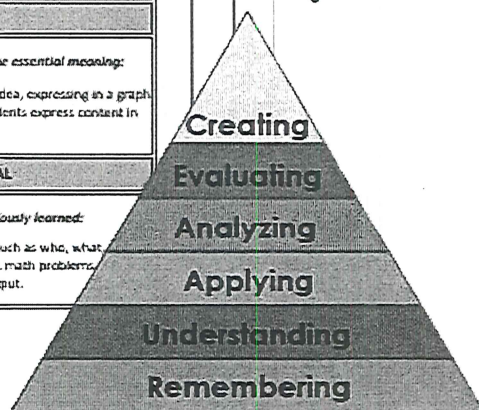
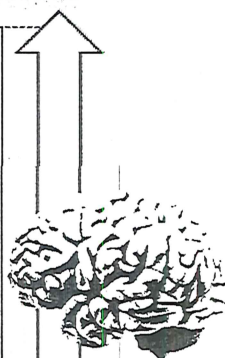
COMMUNICATING THE LEARNING OBJECTIVE

Connecting purpose, clarity, and precision in what students are learning allows them to make important connections for successful learning.

LEVELS of COGNITION represent the level of learning and the potential deepening understanding of content.

MARZANO'S LEVELS OF COGNITION

KNOWLEDGE UTILIZATION
Apply or use knowledge in a new or specific (authentic) situation: Problem solving, decision-making, planning, experimental inquiry, producing, investigating, designing, resolving, composing, creating—Students should be able to apply the information in a new and unique situation.
ANALYSIS
Examine knowledge in fine detail and, as a result, generate new conclusions: Classifying, comparing/contrasting, distinguishing fact/opinion, predicting, making analogies, specifying applications or logical consequences, constructing and defending new conclusions—Students should explain their thinking using their own criteria.
COMPREHENSION
Identify the key elements of information—get the essential meaning: Summarizing, condensing meaning, getting the main idea, expressing in a graph or other nonlinguistic representation—Can the students express content in their own words?
KNOWLEDGE RETRIEVAL
Recall or execution of knowledge as previously learned: Defining, remembering, listing, answering questions such as who, what, when, how; describing, showing, practicing a skill (i.e. math problems, activities, etc.)—Basic input/output.



RIGOR AND RELEVANCE is a combination of many factors but can really break down in some detail the cognitive levels and the application of knowledge.



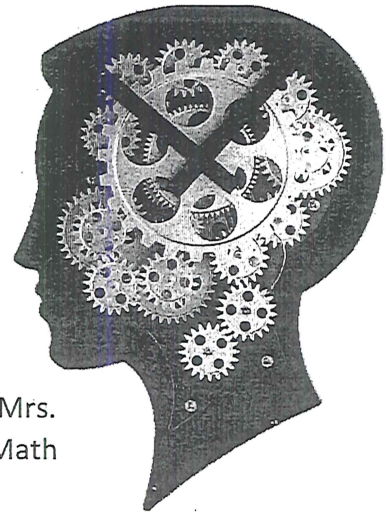
Kinder to 2nd PARENT & STUDENT NIGHT



Math is key to our students' success. Yet, it isn't enough for students to just "know" the answer to a math problem. Students must use their brains and develop cognitive functioning, as they learn efficient problem-solving strategies.

To promote that kind of brain development, our Kindergarten, 1st Grade and 2nd Grade students are engaged in a program called Moving Through Math (MTM), created by Marcia Daft. Ms. Daft is a teaching artist who has been in partnership with the Peoria Unified School District for 15 years. Cheryl Mertz, a former PUSD teacher, works here at Foothills with our K-2 students and staff to implement the MTM strategies.

We have an opportunity for you to experience learning math the way your students are learning – through the arts. On Thursday, October 17th at 5:00PM, we are hosting a Title I Math Night for parents and students in K-2. Mrs. Mertz, along with our K-2 staff will be including you in the Moving Through Math strategy work.



This will be a fun moment

This event will involve three great math learning strategies that will be fun to take part in.



Please return this sign up form sheet to your home room teacher if you and your Kindergarten, 1st, or 2nd grade child would like to attend this cool activity with you. The event will start in the cafeteria at 5:00PM. Please arrive early to get started on the whole event. The cafeteria doors will open at 4:30PM.

Parent Name(s) _____

Student Name _____

GRADE _____ Homeroom Teacher _____



Contact the homeroom teacher if you have any questions