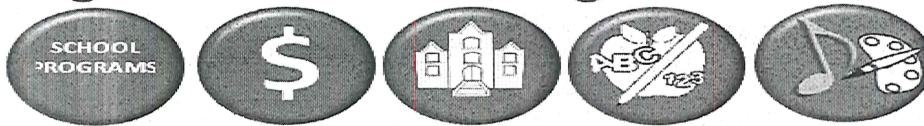# If you only knew...

December 2, 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	$4,757.58	$31,046.58	$18525.29	60%
Capital	$15,291.00	$3,381.55	$11,812.87	$8,431.32	63%
Title I	$101,127.00	$12,500	$101,127.00	$25,296.42	38%

*a close estimate

AGENDA ITEMS

The budget will be updated the week of December 16th

- **Monthly Monitoring**
  - Behavior
  - Instruction – Not Updated
  - Fundations Literacy Data- Not Updated
  - Goals for School -January
  - Safety

Reviewed some data on behavior (admin records) and brought up the prior meeting concerns for the inconsistency of the district data and admin data. The admin data is not as relevant as we do not record 100% of the situations that are taken care of in our planned shared drive. Mr. Vail went through the list from the school system and we did see some situations that we did have to take care of. Mostly the kids who have multiple instances and the time we have had to deal with the situation. Mentioned that we are learning some better ways to deal with this data for the 2019-20 school year. We like it as it is more specific than the synergy system. Goals for school will be reviewed in January as by policy and practice of SLO's that is when they are due. Fundations data was not updated due to some missed changes in links to the data. In January/February we will have better learning data. From a safety standpoint Dr. Benson mentioned the idea of a site audit for the relationship of space and students and even the focus of the school and how it might be different than others. A report would be coming to admin more than likely after break and be shared in January.

- **Quality Instruction -Student Teacher Interactions & Cognitive Levels**

  12-2-19

We reviewed the second quality instruction practices that deal with teacher interactions and we reviewed some of the cognitive levels that might be related.

review MQI is very good.. just to ensure some reliability in the data. It was discussed with the council about the site visit day that was happening on Wednesday and the use of these same MQI data collectors and observations.

- **<u>Audit for School Capacity and Utilization</u>**

  Again, brought up earlier, but we did discuss the review of the site campus, the mechanics, the review of the physical ground and any updaters needed and of course the relationships of space and rooms we have with students to relate to capacity and Utilization of the school. The committee reviewed the data of the school enrollment and even to view the previous years and any trends we see. Apartments have been a factor in our enrollment and of course the changes in the area with new buildings, etc.

- **<u>21st Century Grant</u>**

  The topic of the grant went up last year as well and due to a more organized Title I department, we will have some more time to plan and work with the ADE and District to get the grant completed with all of the required steps. The committee was provided an overview of the 4 areas that the grant can cover and some potential programs. We will discuss in January some ideas as a bigger agenda for the community feedback for the grant.

- **<u>Interest in Helping with Murals (Makerspace).</u>**

  The site council present came to the makerspace and demonstrated some of the CNC mural we have developed over the Thanksgiving Break. The door was open to come and help during the break if they desire. Committee would be called to know some dates that Dr. Benson planned to be here to do some work.

- Further discussion on bullet points
- Future agenda items
  - *21st Century Idea development. Communicate early for ideas.*
- Adjournment 7:20PM (makerspace).

12-2-19

Member Signature _____April Owens_____ Date 12/17/19

Any Voting Needed?   YES   (NO)
Any TAX Credit Funds allocated?   YES   NO

Amount Allocated-

    Not to Exceed $_____

Purpose of Funds:

12-2-19

If you only knew...

Come to know
FOOTHILLS SITE COUNCIL

December 2, 2019   LIBRARY 6:00PM   AGENDA

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- **Quality Instruction -Student Teacher Interactions & Cognitive Levels**

- **Audit for School Capacity and Utilization**

- **21st Century Grant**

- **Interest in Helping with Murals (Makerspace).**

- Further discussion on bullet points
- Future agenda items
- Adjournment

12-2-19

FOOTHILLS
SITE COUNCIL MEETING

12-2-19   6:00PM

NAME	SIGNATURE
April Owens	April Owens
Barb Franklin	B Franklin
Kelly Carbello	Kelly Carbello

Student/Teacher Interaction Scenarios

Scenario 1
Teacher: Orally giving information to students about reconstruction and the Civil War.

Students: Listening and writing notes about the important points, with some students occasionally asking clarifying questions.

Scenario 2
Teacher: Sitting at desk and grading papers.

Students: Doing a worksheet in which they practice solving equations.

Scenario 3
Teacher: Providing students with the challenge of preparing a college budget.

Students: Researching expenditures and creating a budget, including necessary expenditures such as tuition, food, etc.

Scenario 4
Teacher: Monitoring groups and listening in on discussions.

Students: Analyzing the behaviors of two conflicting characters in a novel; students discuss alternate methods of resolving a conflict and include a justification.

Scenario 5
Teacher: Sitting at desk enjoying a donut.

Students: Eating donuts as a reward.

Scenario 6
Teacher: Walking the room monitoring the students.

Students: Defining key vocabulary from text.

Levels of Cognition

Choose the scenario which best exemplifies a classroom **knowledge retrieval** activity.

1. Students write an original short story from a specific point of view.
2. Students write a paragraph in their own words explaining three different points of view.
3. Students write down the definitions of first person, third person, and omniscient after being directed to do so.

Choose the scenario which best exemplifies a classroom **comprehension** activity.

1. Students write an original short story from a specific point of view.
2. Given several different types of graphs, students explain to a partner what each one is and when they might use it.
3. Students in PE are shooting baskets the way they were taught last week.

Choose the scenario which best exemplifies a classroom **analysis** activity.

1. Advanced culinary students are designing and following their own dessert recipe to enter into the state fair.
2. Given a series of measurement problems, students are choosing when to solve for area or perimeter and are justifying their answers.
3. Students are reciting the "Rime of the Ancient Mariner".

Choose the scenario which best exemplifies a classroom **analysis** activity.

1. Students are demonstrating their use of Microsoft Word by typing a provided text and printing.
2. Senior Civics students have been given the task of investigating the zoning needs of their community to make a written recommendation to the city council.
3. Students are brainstorming examples of the Law of Eminent Domain for a class report.

Choose the scenario which best exemplifies a classroom **knowledge utilization** activity.

1. Students are sorting animals into two groups: those that would be found in a barn and those that would be found in a circus.
2. Students are writing a summary of the chapter in the science book.
3. Students are participating in a simulation where they are legislators and are charged with developing a policy.

Choose the scenario which best exemplifies a classroom **knowledge utilization** activity.

1. Students conduct a study in the classroom to gather information about a variable. They are to organize and display the descriptive data showing a measure of central tendency.
2. Students are given five problem cards and five solution cards from stories they have read and are asked to match up the problem with the correct solution.
3. Students are describing the differences between mean, median, and mode to a partner.

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, where, when, how; describing, showing, practicing a skill (i.e. math problems, physical activities, etc.) – Basic input/output.
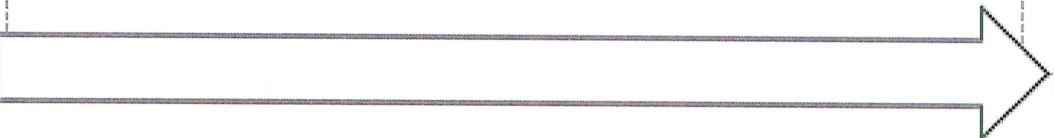
Student/Teacher Interaction

Painter and Valentine

|		Students are doing….
Student-Engaged Instruction	**Active Engaged Learning** Students are engaged in higher-order learning. Students are constructing knowledge at utilization or analysis levels.	
	Student Learning Conversations Students are engaged in active conversations that construct knowledge. Higher order thinking is evident. Students are constructing knowledge at utilization or analysis levels.	
Teacher-Directed Instruction	**Teacher-Led Instruction** Students are attentive to teacher-led learning experiences. Discussion may occur, but instruction and ideas come primarily from the teacher.	
	Student Work/Teacher Engaged Students are doing seatwork. Teacher assistance or support is evident.	
Disengagement	**Student Work/Teacher Disengaged** Students are doing seatwork. Teacher assistance or support is not evident.	
	Total Disengagement Teacher and students are not engaged in learning directly related to the curriculum.	

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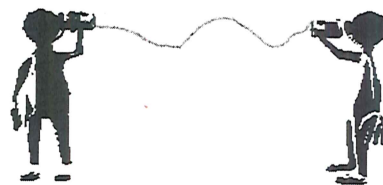
A	Students don't know the target of the learning.
B	Students know what they are learning.
C	Students know, with some precision and clarity, the target of the learning and can state why it is important to learn.
D	Student can articulate with a great deal of precision the target of the learning and tie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

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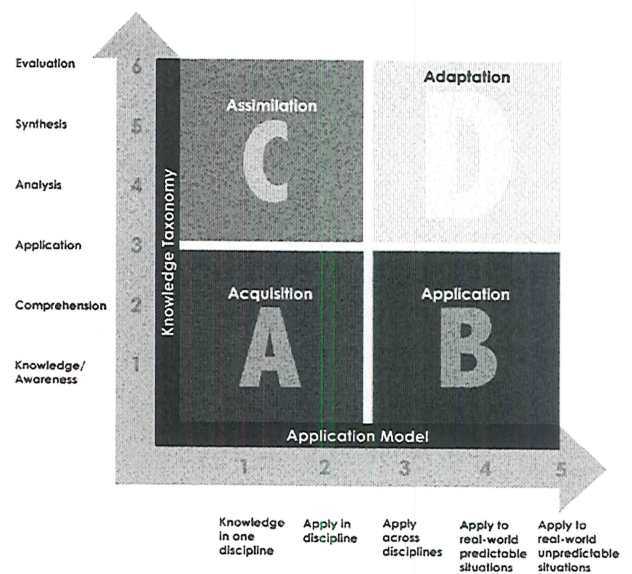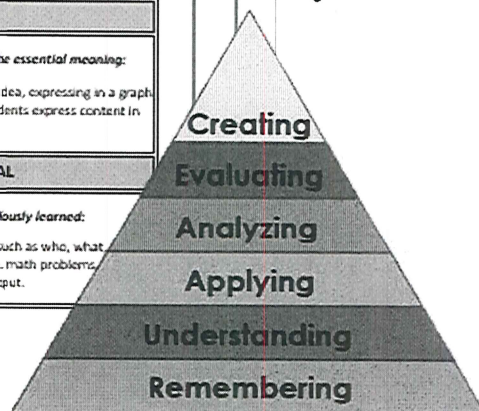
RIGOR AND RELEVANCE is a combination of many factors but can really break down in some detail the cognitive levels and the application of knowledge.

FH Behavior Data

REFERRAL ISSUED?	#	%
Yes	79	51%
No	77	49%
	156	

DISCIPLINE CODE:	#	%
19- Leaving School Grounds	0	0%
22- Theft	3	4%
28- Harassment	0	0%
28- Verbal Abuse	0	0%
29- Bullying	0	0%
30- Threat or Intimidation	1	1%
31- Hazing	0	0%
33- Disorderly Conduct	37	47%
34- Fighting	0	0%
35-Assault	2	3%
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	1%
73- Public Display of Affection	0	0%
74 - Dress Code	0	0%
76-Gambling	0	0%
78- Inappropriate language	3	4%
79- Def/Disrespect	13	17%
79- Defiance	4	5%
79- Disrespect	5	6%
79- Non Compliance	0	0%
79-Abuse of Staff	0	0%
79-Insubordination	1	1%
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	8	10%
85- Tardy	0	0%
87- Combustible	0	0%
89- Endangerment	0	0%
90- Recklessness	0	0%
93- Harassment Sexual Contact	0	0%
	78	

WHO IS REPORTING	#	%
Teacher Report	102	65%
Staff Report	27	17%
Admin Report	12	8%
Student Report	16	10%
	157	

LOCATIONS	#	%
CLASSROOM	77	49%
TRANSITIONS	19	12%
PLAYGROUND	33	21%
LUNCH	11	7%
RESTROOM	5	3%
LOCKER ROOM	1	1%
PE CLASS	4	3%
SPECIALS CLASS	2	1%
BUS	0	0%
FIELD TRIP	0	0%
TO SCHOOL	3	2%
FROM SCHOOL	1	1%
	156	

ADMINISTRATION ACTIONS	#	%
Positive Discussion	21	14.69%
Productive/Directional Discussion	53	37.06%
Warning	12	8.39%
Detention	32	22.38%
Off School Suspension	8	5.59%
In School Suspension	17	11.89%
	143	

REASONS IN OFFICE	#	%
Yellow Card- Aggression	21	13%
Red Card -Aggression	4	3%
Student Reporting	8	5%
Follow Up Conversations	1	1%
Discipline Issue (Matrix)	38	24%
Teacher/Staff Report	69	44%
Parent Call/Concerns	5	3%
Admin Observation Concern	1	1%
Bullying Report	9	6%
Self Harm	1	1%
Threat	1	1%
	158	

Description	Aug-19										Sep-19										Oct-19										Nov-19											
	K	1	2	3	4	5	6	7	8	Total	K	1	2	3	4	5	6	7	8	Total	K	1	2	3	4	5	6	7	8	Total	K	1	2	3	4	5	6	7	8	Total	#	%
Aggression (AZ5)								1		1	2	2	3	2	7	4	4		4	28	4		4		1	2	6	1		18	1	1	2						2	6	53	47%
Alcohol Tobacco and Other Drugs (AZ11)										0										0										0										0	0	0%
Arson (AZ1)										0										0										0										0	0	0%
Attendance Policy Violation (AZ2)										0										0										0										0	0	0%
Harassment, Threat and Intimidation (AZ4										0							1			1								1		1								2		2	4	4%
Homicide (AZ16)										0										0										0										0	0	0%
Kidnapping (AZ15)										0										0										0										0	0	0%
Lying, Cheating, Forgery or Plagiarism (										0										0										0										0	0	0%
Other Violations of School Policies (AZ1)				1	1	2		2		6			1		2		4	3	3	13			2		1	2	12	3	2	22		1				1	1	2	5	10	51	46%
School Threat (AZ6)										0										0										0										0	0	0%
Sexual Offenses (AZ7)										0										0										0										0	0	0%
Technology, Improper use of (AZ13)										0										0				1						1										0	1	1%
Theft (AZ3)										0			3							3										0										0	3	3%
Trespassing (AZ9)										0										0										0										0	0	0%
Vandalism (AZ8)										0										0										0										0	0	0%
Weapons & Dangerous Items (AZ10)										0										0										0										0	0	0%
	0	0	0	1	1	2	0	3	0	7	2	2	4	5	9	4	9	3	7	45	4	0	6	1	2	4	18	5	2	42	1	2	2	0	0	1	1	4	7	18	112	100%

Peoria Unified School District

School Year	Day1 Count	Additions After Day1	Withdrawals	Left the District	Remaining From Day1	Total Enrollment	Mobility	Attrition	Stability
2017	36,657	4,426	4,053	3,376	33,658	41,083	20.64%	8.22%	91.82%
2018	36,773	3,598	2,570	2,115	34,823	40,371	15.28%	5.24%	94.70%
019	36,968	2,691	1,516	1,243	35,715	39,659	10.61%	3.13%	96.61%

FOOTHILLS

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2017	627	101	58	49	584	728	21.84%	6.73%	93.14%
2018	631	89	62	53	585	720	20.97%	7.36%	92.71%
2019	639	59	40	33	605	698	14.18%	4.73%	94.68%

Grade	1st Day Of School Year			40th Day			100th Day		
	This Year 8/7/2019	Last Year 8/8/2018	Difference	This Year 10/2/2019	Last Year 10/3/2018	Difference	This Year 1/21/2020	Last Year 1/22/2019	Difference
PS	0	0		27	23	↑ +4	26	26	
CP*	0	0		18	14	↑ +4	17	16	↑ +1
KG	61	61		64	63	↑ +1	64	61	↑ +3
01	64	65	↓ -1	65	65		64	64	
02	65	69	↓ -4	67	71	↓ -4	65	73	↓ -8
03	71	61	↑ +10	73	60	↑ +13	73	58	↑ +15
04	54	63	↓ -9	52	64	↓ -12	51	63	↓ -12
05	61	80	↓ -19	61	82	↓ -21	61	77	↓ -16
06	87	79	↑ +8	86	79	↑ +7	85	80	↑ +5
07	84	86	↓ -2	82	87	↓ -5	80	89	↓ -9
08	85	64	↑ +21	84	66	↑ +18	85	65	↑ +20
TOTALS	632	628	↑ +4	679	674	↑ +5	671	672	↓ -1

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