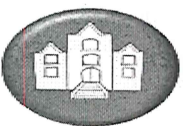


If you only knew...



Come to know
FOOTHILLS SITE COUNCIL

November 4, 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		\$14,702.00	56%
Capital	\$15,291.00	November roll over		\$8,431.32	55%
Title I	\$101,127.00	\$12,500		\$25,296.42	38%

*a close estimate

AGENDA ITEMS

Budget: The Title I Budget was increased by \$12,500 in October. The funds were placed in the areas of supplies and school improvement by the District. However, we can reallocate the funds in December. The M&O and Capital will be updated on the 4th due to late reporting for budget rollover on November 1.

• Monthly Monitoring

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

Budget review was difficult due to the turnover of the budget on the day of the meeting. There were some predictions, but nothing perfect. Also discussed was the addition of \$12,5000 in the Title I budget. Updating the Title I specifically is done in December (unknown date as of yet).

Reviewed updated data in behavior and shared the concept of quality instruction. The plan to share more frequent Foundations, School goals, and other good data is starting off inconsistent due to collections, etc. Discussed there may be some updates in December for Foundations, but unsure due to the new use of the program.

• Red Critter

Not very good start. Discussed briefly the levels of development and getting kids signed in. Very complex.

• Update on ADE Safety Grant

There was news from ASA that the number of the schools that had applied for the grant was in the 800's. We were hopeful that the grant would come through and the help would be planned so the school could attain a quality Tier 1, 2 and 3 levels of behavior intervention. Even discussed how this may just help the overall perspective of the positive climate and culture. Once we find out in December

share with the council the steps to hiring the specialist.

We reviewed the first planned quality instruction practices that deal the cognitive levels that might be related to the classroom scenarios that were laid out and the council got to choose the levels of cognitive ability. It was a great discussion of different scenarios. Even the "low ones". What could happen next to make it better at a higher level of cognition. There was also discussion of time and the levels of cognition and how much it takes from the learning of the day. Discussed the balance of efficient use of time for new skills and knowledge but finding the best and creative ways to utilize the knowledge.

- **Quality Instruction -Levels of Cognition**

Did not discuss deeply. A question about the use of the frames for a student project. Response was "yes" and surely could be done with a great plan.

- **Interest in Helping with Murals**

Did not discuss.

- **21st Century Grant**

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

Member Signature _____

April Owens

Date _____

12/17/19

Any Voting Needed? YES NO

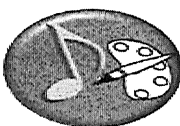
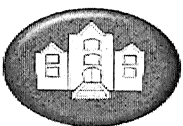
Any TAX Credit Funds allocated? YES ☒ NO

Amount Allocated-

Not to Exceed \$ _____

Purpose of Funds:

If you only knew...



Come to know
FOOTHILLS SITE COUNCIL

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AGENDA

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• Monthly Monitoring

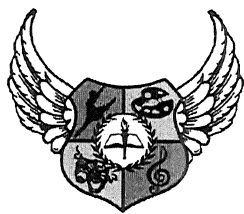
- Behavior
- Instruction
- Foundations Literacy Data
- Goals for School
- Safety



SITE VISIT

- Red Critter
- Update on ADE Safety Grant
- Quality Instruction -Levels of Cognition
- Interest in Helping with Murals
- 21st Century Grant

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



FOOTHILLS

DATE 11-4-19

TIME 6:00PM

[illegible]

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.

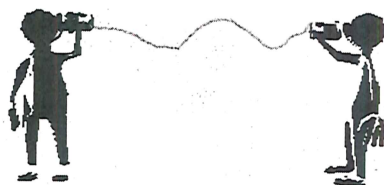
MQI

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.

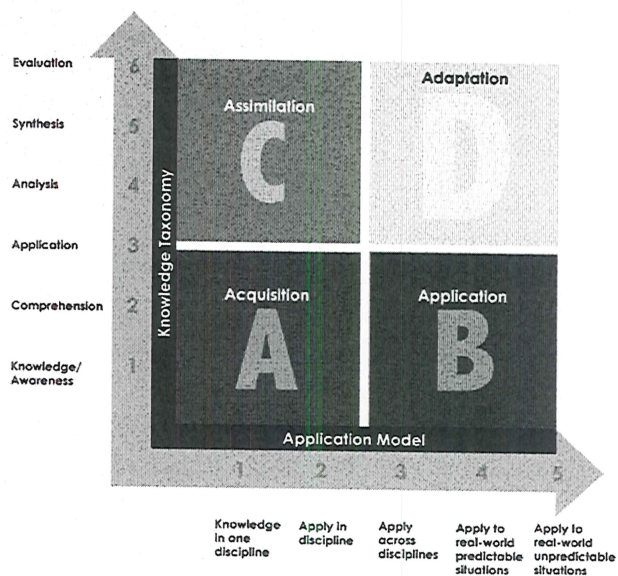
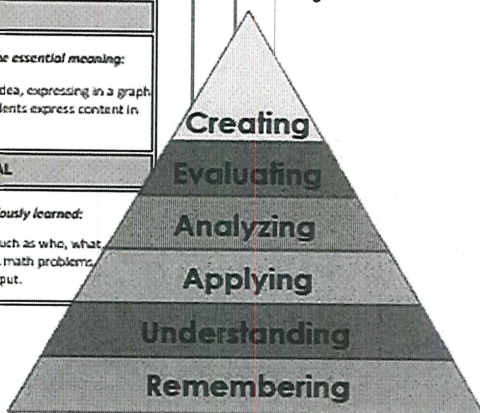
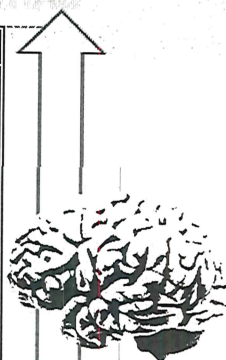
COMMUNICATING THE LEARNING OBJECTIVE

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

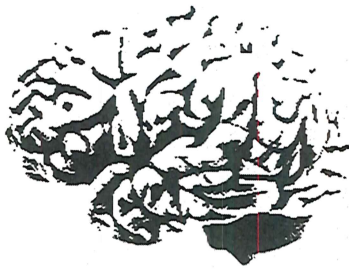
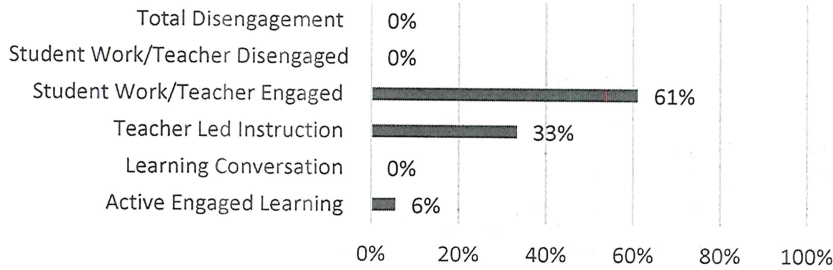
KNOWLEDGE UTILIZATION
Apply or use knowledge in a new or specific (authentic) situation: Problem solving, decision-making, planning, experimental inquiry, producing, investigating, designing, resolving, composing, creating – Students should be able to apply the information in a new and unique situation.
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.



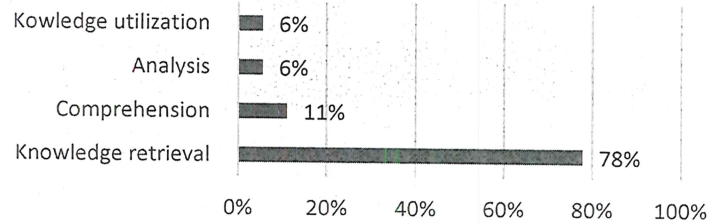
RIGOR AND RELEVANCE is a combination of many factors but can really break down in some detail the cognitive levels and the application of knowledge.

MQI DATA

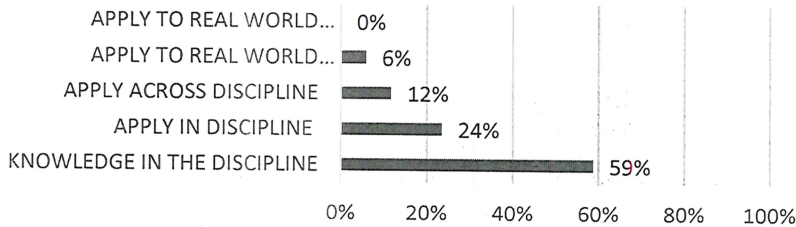
Levels of Student/Teacher interaction



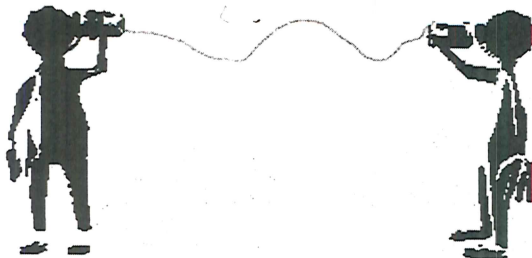
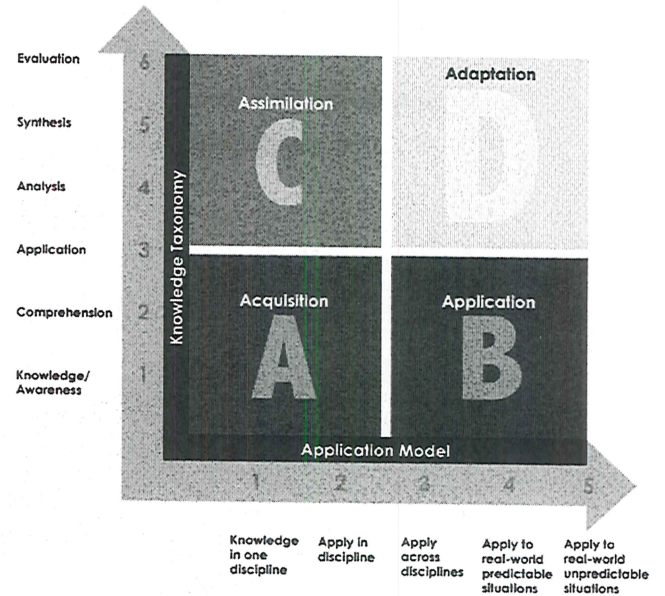
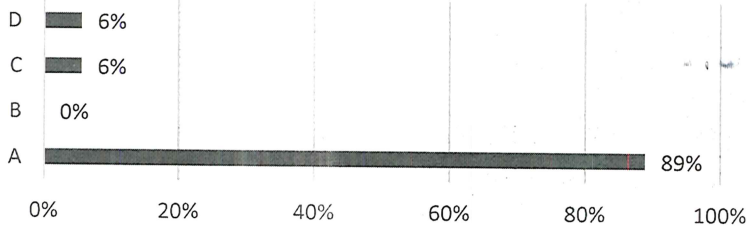
Levels of Cognition



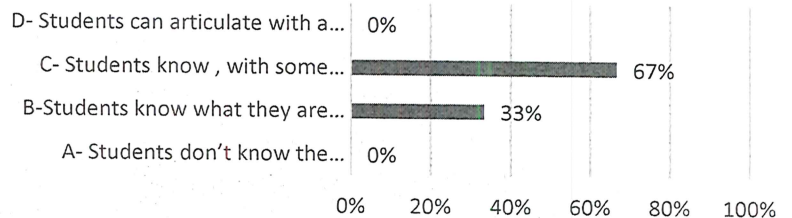
Relevance



Rigor and Relevance Quadrant



Communicating the Learning Objective



PEORIA UNIFIED SCHOOL DISTRICT #11

108 Foothills - M&O Budget and Expense

Fiscal Year: 2019 - 2020

From Date: 11/1/2019 To Date: 11/30/2019

Account Number	Description	Adj. Budget	Current	YTD	Balance	Encumbrance	Budget Bal	%Bud
001.100.1000.6611.108.108.00000	INSTRUCTION - SUPPLIES	\$14,287.50	\$0.00	\$9,264.28	\$5,023.22	\$1,019.90	\$4,003.32	28.02%
001.100.1000.6650.108.108.00000	SUPPLIES - TECH RELATED	\$0.00	\$0.00	\$510.69	(\$510.69)	\$0.00	(\$510.69)	0.00%
001.100.2130.6611.108.108.00000	HEALTH SERVICES - NURSE - SUPPLIES	\$2,540.00	\$0.00	\$158.68	\$2,381.32	\$0.00	\$2,381.32	93.75%
001.100.2220.6611.108.108.00000	LIBRARY/MEDIA SERVICES - SUPPLIES	\$0.00	\$0.00	\$156.06	(\$156.06)	\$0.00	(\$156.06)	0.00%
001.100.2410.6559.108.108.00000	PRINTING & BINDING	\$0.00	\$0.00	\$625.96	(\$625.96)	\$0.00	(\$625.96)	0.00%
001.100.2410.6611.108.108.00000	PRINCIPAL OFFICE - SUPPLIES	\$6,032.50	\$0.00	\$317.53	\$5,714.97	\$300.00	\$5,414.97	89.76%
001.100.2410.6610.108.108.00000	PRINCIPAL OFFICE - DUES & FEES	\$0.00	\$0.00	\$89.00	(\$89.00)	\$0.00	(\$89.00)	0.00%
001.100.2560.6533.108.108.00000	POSTAGE	\$0.00	\$0.00	\$29.35	(\$29.35)	\$0.00	(\$29.35)	0.00%
001.100.2575.6360.108.108.00000	EMPL TRNG/PROF DEVEL	\$0.00	\$0.00	\$165.00	(\$165.00)	\$0.00	(\$165.00)	0.00%
001.100.2610.6611.108.108.00000	SUPPLIES	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00	(\$500.00)	0.00%
001.100.2611.6611.108.108.00000	CUSTODIAL - SUPPLIES	\$0.00	\$0.00	\$2,391.83	(\$2,391.83)	\$242.35	(\$2,634.18)	0.00%
001.100.2620.6439.108.108.00000	REPAIRS & MAINT SERVICES	\$3,429.00	\$0.00	\$0.00	\$3,429.00	\$0.00	\$3,429.00	100.00%
001.100.2620.6611.108.108.00000	MAINTENANCE OF BUILDINGS - SUPPLIES	\$0.00	\$0.00	\$312.07	(\$312.07)	\$0.00	(\$312.07)	0.00%
001.100.2670.6611.108.108.00000	SUPPLIES	\$0.00	\$0.00	\$373.34	(\$373.34)	\$0.00	(\$373.34)	0.00%
Grand Total:		\$26,289.00	\$0.00	\$14,393.79	\$11,895.21	\$2,062.25	\$9,832.96	37.40%

End of Report 21,046.58

\$14,590

PEORIA UNIFIED SCHOOL DISTRICT #11

108 Foothills - Capital Budget and Expense

Fiscal Year: 2019 - 2020

From Date: 11/1/2019 To Date: 11/30/2019

Account Number	Description	Adj. Budget	Current	YTD	Balance	Encumbrance	Budget Bal	%Bud
610.100.1000.6643.108.108.000000	INSTRUCTION - INSTRUCTIONAL AIDS	\$13,296.90	\$0.00	\$483.82	\$12,813.08	\$0.00	\$12,813.08	96.36%
610.100.1000.6730.108.108.000000	INSTRUCTION - EQUIPMENT	\$5,376.09	\$0.00	\$0.00	\$5,376.09	\$0.00	\$5,376.09	100.00%
610.100.2130.6730.108.108.000000	FURNITURE & EQUIPMENT < \$1,000	\$0.00	\$0.00	\$729.76	(\$729.76)	\$0.00	(\$729.76)	0.00%
610.100.2670.6730.108.108.000000	SAFETY - EQUIPMENT	\$0.00	\$0.00	\$0.00	\$0.00	\$4,819.76	(\$4,819.76)	0.00%
	FUND: UNRESTRICTED CAPITAL - 610	\$18,672.99	\$0.00	\$1,213.58	\$17,459.41	\$4,819.76	\$12,639.65	67.89%
Grand Total:		\$18,672.99	\$0.00	\$1,213.58	\$17,459.41	\$4,819.76	\$12,639.65	67.89%

End of Report

Description	Aug-19										Sep-19										Oct-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		
Aggression (AZ5)							1		1	2	2	3	2	7	4	4		4	28	4	4		1	2	6	1		18	47	50%		
Alcohol Tobacco and Other Drugs (AZ11)									0										0										0	0	0%	
Arson (AZ1)									0										0										0	0	0%	
Attendance Policy Violation (AZ2)									0										0										0	0	0%	
Harassment, Threat and Intimidation (AZ4)									0					1					1			1							1	2	2%	
Homicide (AZ16)									0										0										0	0	0%	
Kidnapping (AZ15)									0										0										0	0	0%	
Lying, Cheating, Forgery or Plagiarism (0										0										0	0	0%	
Other Violations of School Policies (AZ1			1	1	2		2		6		1	2		4	3	3		13		1	1		2	12	4	2		22	41	44%		
School Threat (AZ6)									0										0										0	0	0%	
Sexual Offenses (AZ7)									0										0										0	0	0%	
Technology, Improper use of (AZ13)									0								1												1	1	1%	
Theft (AZ3)									0			3							3										0	3	3%	
Trespassing (AZ9)									0										0										0	0	0%	
Vandalism (AZ8)									0										0										0	0	0%	
Weapons & Dangerous Items (AZ10)									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	94	100%

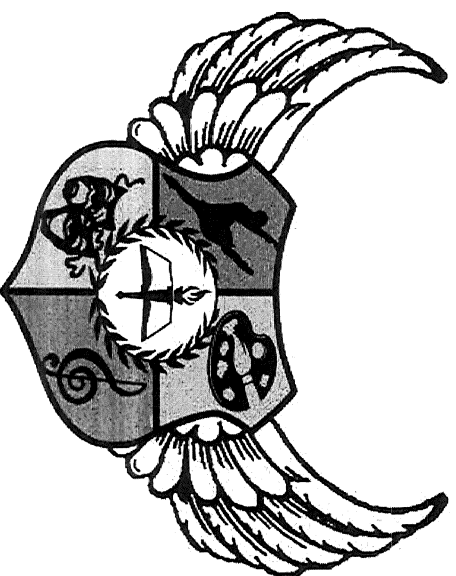
POSITIVE ACTIVITY	#	%
Positive Discussion	21	16.03%
Productive/Directional Discussion	49	37.40%
Warning	12	9.16%
Detention	25	19.08%
Off School Suspension	8	6.11%
In School Suspension	16	12.21%
	131	

POSITIVE REPORTING	#	%
Teacher Report	92	65%
Staff Report	24	17%
Admin Report	11	8%
Student Report	14	10%
	141	

POSITIVE OFFENSES	#	%
Yellow Card - Aggression	19	13%
Red Card -Aggression	3	2%
Student Reporting	7	5%
Follow Up Conversations	1	1%
Discipline Issue (Matrix)	34	24%
Teacher/Staff Report	63	44%
Parent Call/Concerns	5	4%
Admin Observation Concern	0	0%
Bullying Report	8	6%
Self Harm	1	1%
Threat	1	1%
	142	

POSITIVE LOCATIONS	#	%
CLASSROOM	70	50%
TRANSITIONS	16	11%
PLAYGROUND	32	23%
LUNCH	8	6%
RESTROOM	4	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%
	141	

FH Behavior Data



REFERRAL ISSUES	#	%
Yes	68	49%
No	72	51%
	140	

DISCIPLINE CODES	#	%
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	34	50%
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	2	3%
79- Def/Disrespect	11	16%
79- Defiance	4	6%
79- Disrespect	3	4%
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	6	9%
85- Tardy	0	0%
87- Combustible	0	0%
89- Endangerment	0	0%
90- Recklessness	0	0%
93- Harassment Sexual Contact	0	0%
	68	