

Governing Board Agenda
WASHINGTON ELEMENTARY SCHOOL DISTRICT
GOVERNING BOARD AGENDA FOR
REGULAR MEETING AND EXECUTIVE SESSION

DATE: December 12, 2013

TIME: Regular Meeting 7:00 p.m.
Executive Session to follow Regular Meeting

PLACE: Administrative Center, 4650 West Sweetwater Avenue, Glendale, AZ 85304-1505

CONSISTENT WITH THE REQUIREMENTS SET FORTH IN ARS 38-431.02,
NOTICES OF THIS PUBLIC MEETING HAVE BEEN APPROPRIATELY POSTED.

A copy of the completed agenda with names and details, including available support documents, may be obtained during regular business hours at the Washington Elementary School District Superintendent's Office at 4650 West Sweetwater Avenue, Glendale, AZ 85304-1505.

I. REGULAR MEETING – GENERAL FUNCTION

- A. Call to Order and Roll Call
- B. Moment of Silence and Meditation
- C. Pledge of Allegiance
- D. Adoption of the Regular Meeting Agenda

It is recommended that the Governing Board adopt the Regular Meeting Agenda.

Motion _____ Second _____ Vote _____

- E. Approval of the Minutes

1-9

It is recommended that the Governing Board approve the Minutes of the November 14, 2013 Executive Session and Regular Meeting (Ms. Clorinda Graziano was not in attendance at the Executive Session. Mr. Chris Maza, Mr. Bill Adams, Mr. Aaron Jahneke, and Mrs. Tee Lambert were present at the Executive Session. Ms. Clorinda Graziano joined the Regular meeting at 7:21 p.m.).

Motion _____ Second _____ Vote _____

- F. Current Events: Governing Board and Superintendent

- *Celebrating Our Successes!* Christine Hollingsworth, Principal of Acacia Elementary School, will share information regarding the school's student achievement gains.
- Acacia Elementary School was named as a 2013 NCEA Arizona Higher Performing School for advancing toward college and career readiness in one or more areas tested by AIMS. Acacia was recognized at a luncheon on December 6.
- Jennifer Lauzon, K-6 resource teacher at Acacia Elementary School, was chosen as a Rodel Foundation of Arizona Exemplary Teacher. She was one of 11 teachers chosen in Arizona. These teachers, representing the best in the state, will each be asked to mentor high-potential student teachers from Arizona colleges of education.

I. REGULAR MEETING – GENERAL FUNCTION (continued)

G. Public Participation**

- Members of the public may address the Governing Board during this portion of the agenda in regard to non-agenda items (not to exceed three (3) minutes at chair's discretion). If interpretation services are used, the time shall not exceed six (6) minutes, including interpretation.)
- Additionally, or instead of, members of the public may address the Governing Board during a specific item that is on the agenda (not to exceed three (3) minutes at chair's discretion). If interpretation services are used, the time shall not exceed six (6) minutes, including interpretation.)

H. It is recommended that the Governing Board approve the Consent Agenda.

Motion _____ Second _____ Vote _____

II. CONSENT AGENDA

- *A. Approval/Ratification of Vouchers 10
The Vice President of the Board reviews all vouchers prior to the meeting of the Board. Vouchers represent orders for payment of materials, equipment, salaries and services.
- *B. Personnel Items 11-13
Personnel items include resignations, terminations, requests for retirement or leave, recommendations for employment and position changes.
- *C. Public Gifts and Donations (The Value of Donated Items is Determined by the Donor) 14
1. Lookout Mountain Parent Teacher Organization donated a check in the amount of \$7,000.00 to be used towards the purchase of bleachers/benches for the gymnasium at Lookout Mountain Elementary School.
 2. North Phoenix Kiwanis donated a check from the Walk-A-Thon in the amount of \$27,952.98 to be used for student and staff incentives.
 3. Peter Piper Pizza donated a check in the amount of \$514.82 to the Professional Development Department for the BEGIN Program.
 4. Peter Piper Pizza donated a check in the amount of \$464.63 for the benefit of students at Tumbleweed Elementary School.
 5. Vaseo Apartments donated a check in the amount of \$541.81 to be used for the benefit of students at Lookout Mountain Elementary School.
 6. Vaseo Apartments donated a check in the amount of \$541.81 to be used for student field trips at Mountain Sky Junior High School.
- *D. Out-of-County/State Field Trips 15-18
1. Tony Murphy, Mountain Sky Junior High School, submitted an out-of-county/state field trip to Prescott Valley, AZ, January 4, 2014, for 7th and 8th grade wrestlers at no cost to the District.
- *E. Out-of-State Travel 19-20
1. Emily Bacal, School Psychologist, to attend the National Association of School Psychologists (NASP) Conference, February 20-21, 2014, in Washington, D.C., at no cost to the District.
- *F. Annual Intergovernmental Cooperative Purchase Agreements with the 1 Government Procurement Alliance (1GPA) 21-22

II. CONSENT AGENDA (continued)

- *G. Acceptance of the Washington Education Grants in the Amount of \$5,547.55 23-24
- *H. Reappointment of Community Member to the Trust Boards 25-28
- *I. Resolution Appointing TSA Consulting Group, Inc. as the Third Party Administrator for the Washington Elementary School District 403(b) Plan and 457(b) Plan 29-31
- *J. Agreement with the City of Phoenix to Extend a Temporary Construction Easement Associated with the Northwest Extension of the Light Rail 32-36

III. ACTION / DISCUSSION ITEMS

- A. 2013-2014 Teacher Performance Pay Plan (Dr. Lyn Bailey) 37-76
Motion _____ Second _____ Vote _____
- B. Washington Elementary School District Gifted Scope and Sequence (Barbara Post) 77-104
Motion _____ Second _____ Vote _____
- C. To Consider and, if Deemed Acceptable, Adopt a Resolution Authorizing the Lease Purchase of Certain Energy Conservation Measures Within the District from Midstate Energy, L.L.C., Authorizing the Execution of Various Documents Relating to Such Energy Conservation Measures and Delegating to the District Superintendent and the Business Services Director of the District the Authority to Complete Such Documents (Cathy Thompson) 105-117
Motion _____ Second _____ Vote _____

IV. INFORMATION / DISCUSSION ITEM

- A. 2013 Accountability Update - Assessment Report: Part Two (Janet Sullivan) 118-144

V. FUTURE AGENDA ITEMS

VI. GOVERNING BOARD AND SUPERINTENDENT ACKNOWLEDGMENTS

VII. CALL FOR EXECUTIVE SESSION

Call for Executive Session: Pursuant to A.R.S. §38-431.03 – A.1

It is recommended that the Governing Board establish an Executive Session to be held immediately during a recess in the Regular Meeting for:

- A.1 – Discussion or consideration of employment, assignment, appointment, promotion, demotion, dismissal, salaries, disciplining or resignation of a public officer, appointee or employee of any public body, except that with the exception of salary discussions, an officer, appointee or employee may demand that the discussion or consideration occur at a public meeting – specifically regarding the quarterly evaluation of the Superintendent.

Motion _____ Second _____ Vote _____

VIII. RECESSING OF REGULAR MEETING FOR EXECUTIVE SESSION

IX. EXECUTIVE SESSION – GENERAL FUNCTION

A. Call to Order and Roll Call

B. Confidentiality Statement

All persons present are hereby reminded that it is unlawful to disclose or otherwise divulge to any person who is not now present, other than a current member of the Board, anything that has transpired or has been discussed during this executive session. To do so is a violation of ARS 38-431.03 unless pursuant to a specific statutory exception.

C. Discussion under A.R.S. §38-431.03 – A.1

- A.1 – Discussion or consideration of employment, assignment, appointment, promotion, demotion, dismissal, salaries, disciplining or resignation of a public officer, appointee or employee of any public body, except that with the exception of salary discussions, an officer, appointee or employee may demand that the discussion or consideration occur at a public meeting – specifically regarding the quarterly evaluation of the Superintendent.

X. RECONVENING OF REGULAR MEETING

XI. ADJOURNMENT

Motion _____ Second _____ Vote _____

NOTES: As a matter of information to the audience, five days prior to any Governing Board Meeting, Board Members receive the agenda along with the extensive background material which they study individually before action is taken at the meeting. Routine matters will be asterisked and approved as consent agenda items. Any member of the Governing Board may remove items from the consent agenda.

Persons with a disability may request a reasonable accommodation by contacting 602-347-2802. Requests should be made at least 24 hours prior to the scheduled meeting in order to allow time to arrange for the accommodation.

(*) Items marked with an asterisk (*) are designated as Consent Agenda Items. This implies that the items will be considered without discussion. Consent Agenda items may be removed for discussion and debate by any member of the Governing Board by notifying the Board President or the Superintendent twenty-four (24) hours before regular Board meeting or by a majority of the Governing Board members present at the Board Meeting.

(**) Members of the public who wish to address the Board during Public Participation or on an item which is on the agenda may be granted permission to do so by completing a PUBLIC PARTICIPATION SPEAKER COMMENT form and giving it to the Board's Secretary PRIOR TO THE BEGINNING OF THE MEETING. Those who have asked to speak will be called upon to address the Board at the appropriate time. If interpreter services are needed, please contact Angela Perrone at 602-347-2609 at least 24 hours prior to the scheduled Board Meeting in order to allow sufficient time to arrange for an interpreter to be available.

(**) During open session, the Board shall not hear personal complaints against school personnel or any other person connected with the District. Policy KE is provided by the Board for disposition of legitimate complaints including those involving individuals.

(**) The Board may listen but cannot enter into discussion on any item not on the agenda. Depending upon the number of requests to speak to the Board, time limitations may be imposed in order to facilitate accomplishing the business of the District in a timely manner.

GOVERNING BOARD MINUTES: EXECUTIVE SESSION AND REGULAR MEETING,

2013-2014

November 14, 2013

Administrative Center
Governing Board Room
4650 West Sweetwater Avenue
Glendale, AZ 85304-1505

I. SPECIAL MEETING**A. Call to Order and Roll Call**

Mr. Maza called the meeting to order at 6:32 p.m. Governing Board members constituting a quorum were present: Mr. Chris Maza, Mr. Bill Adams, Mr. Aaron Jahneke, and Mrs. Tee Lambert. Ms. Clorinda Graziano was not in attendance.

B. Adoption of the Special Meeting Agenda**UNANIMOUS**

A motion was made by Mr. Adams that the Governing Board adopt the Special Meeting Agenda. The motion was seconded by Mr. Jahneke. The motion carried.

II. CALL FOR EXECUTIVE SESSION

Call for Executive Session: Pursuant to A.R.S. §38-431.03 – A.3 and A.4

UNANIMOUS

It was recommended that the Governing Board establish an Executive Session to be held immediately during a recess in the Special Meeting for:

- A.3 and A.4 – Discussion or consultations with attorneys of the public body for legal advice and in order to consider its position and instruct its attorneys regarding the public body's position regarding contracts that are the subject of negotiations, in contemplated litigation or in settlement discussions conducted in order to avoid litigation – specifically regarding an Agreement with Brighten A Life.

A motion was made by Mrs. Lambert to call for an Executive Session. The motion was seconded by Mr. Jahneke. The motion carried.

III. RECESSING OF SPECIAL MEETING FOR EXECUTIVE SESSION**IV. EXECUTIVE SESSION – GENERAL FUNCTION****A. Call to Order and Roll Call****B. Confidentiality Statement**

All persons present are hereby reminded that it is unlawful to disclose or otherwise divulge to any person who is not now present, other than a current member of the Board, anything that has transpired or has been discussed during this executive session. To do so is a violation of A.R.S. §38-431.03 unless pursuant to specific statutory exception.

C. Discussion under A.R.S. §38-431.03 – A.3 and A.4

- A.3 and A.4 – Discussion or consultations with attorneys of the public body for legal advice and in order to consider its position and instruct its attorneys regarding the public body's position regarding contracts that are the subject of negotiations, in contemplated litigation or in settlement discussions conducted in order to avoid litigation – specifically regarding an Agreement with Brighten A Life.

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V. RECESSING OF EXECUTIVE SESSION FOR REGULAR MEETING

VI. REGULAR MEETING – GENERAL FUNCTION

A. Call to Order and Roll Call

Mr. Maza called the meeting to order at 7:05 p.m. Governing Board members constituting a quorum were present: Mr. Chris Maza, Mr. Bill Adams, Mr. Aaron Jahneke, and Mrs. Tee Lambert. Ms. Clorinda Graziano joined the meeting at 7:21 p.m.

B. Moment of Silence and Meditation

Mr. Maza called for a moment of silence and meditation.

C. Pledge of Allegiance

Mr. Maza asked Thomas Desrosiers (Boy Scout in Troop 172) to lead the Pledge of Allegiance.

D. Adoption of the Regular Meeting Agenda

UNANIMOUS

A motion was made by Mr. Adams that the Governing Board adopt the Regular Meeting Agenda. The motion was seconded by Mr. Jahneke. The motion carried.

At the discretion of the Chair, Mr. Maza moved Information/Discussion Item IX.A. – 2013 United Way Update following Item VI.G. Special Recognition.

E. Approval of the Minutes

UNANIMOUS

A motion was made by Mrs. Lambert that the Governing Board approve the Minutes of the October 17, 2013 Regular Meeting and Executive Session. The motion was seconded by Mr. Adams. The motion carried.

F. Current Events: Governing Board and Superintendent

Mr. Adams shared that he enjoyed attending the Lookout Mountain Elementary School Dedication Ceremony. Mr. Adams stated that he was very impressed with the students, staff, and breathtaking buildings.

Mr. Adams shared that he enjoyed visiting Cholla Middle School, Orangewood School, and Manzanita Elementary School. Mr. Adams said it was always a pleasure to meet the school administrators and staff to tell them what a great job they were doing.

Mrs. Lambert shared that she also enjoyed attending the Lookout Mountain Elementary School Dedication Ceremony. Mrs. Lambert stated that it was always exciting to see a project come to fruition.

Mrs. Lambert shared that she enjoyed attending the Parent University which was a great event and a wonderful venue to bring parents together to share information and resources. Mrs. Lambert advised that Dr. Jennifer Johnson, Deputy Superintendent for Program and Policy at the Arizona Department of Education, was the keynote speaker. Dr. Johnson kicked off the month of November as Family Engagement Month and presented Dr. Cook the first proclamation. Mrs. Lambert stated that Superintendent Huppenthal was a strong supporter of family engagement.

Mr. Jahneke shared that he also enjoyed attending the Lookout Mountain Elementary School Dedication Ceremony. He liked the tour of the school and seeing the completed project.

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Mr. Jahneke shared that he enjoyed attending the Parent University and hearing Dr. Johnson speak.

Mr. Maza shared that he enjoyed attending the Lookout Mountain Elementary School Dedication Ceremony and the Parent University. Mr. Maza thanked everyone involved for making the parents and community members feel welcome. He thanked Dr. Cook for her leadership and especially thanked the District staff who participated at the Parent University on a Saturday. Mr. Maza asked Dr. Cook to deliver the Board's appreciation to her staff, as well as the staff at Lookout Mountain Elementary School.

Dr. Cook shared that the District participated in the annual North Phoenix Kiwanis Walk-A-Thon on October 19, 2013. Dr. Cook introduced Dorothy Watkins, President, and Chris Boyda, Treasurer, of the North Phoenix Kiwanis. Ms. Watkins and Mr. Boyda thanked the District for its support. Mr. Boyda reported that the Washington Elementary School District raised \$37,270.64, which was the largest amount raised by any organization in the history of the Walk-A-Thon. Mr. Boyda presented a check for \$27,952.98 to be used for the benefit of students. Mrs. Lambert thanked Ms. Watkins and Mr. Boyda for the partnership between the North Phoenix Kiwanis and the District. She thanked them for the organization's continued support of the District and its students.

Dr. Cook stated that Tumbleweed Elementary School had a 21 point gain in its AIMS scores from 2012 to 2013 and introduced Tumbleweed Elementary School Principal, Ms. Adele Russell. Ms. Russell shared information regarding the school's student achievement gains.

G. Special Recognition

Dr. Cook advised the Board that the District had a special recognition for a teacher from Mountain Sky Junior High School and introduced the Principal, Mr. Perry Mason, to do the honors. Mr. Mason recognized Mr. Mariano Guerra who was selected as the 2013 Middle School Science Teacher of the Year by the Arizona Science Teachers Association. Mr. Mason stated that Mr. Guerra was an exemplary teacher and role model/mentor for students. Mr. Mason reported that Mr. Guerra was very involved with the school, e.g., 21st Century After-School Academy and created a Science Club, took students to the Honeywell Aerospace Challenge, created the Wake-Up Club, along with the School Resource Officer, through a grant from the Moon Valley Neighborhood Block Watch that meets on Saturdays to do community service projects, and a member of the Site Council and Professional Learning Committee. Mr. Mason introduced Mr. Guerra's parents who were in attendance.

IX. INFORMATION / DISCUSSION ITEM (moved at discretion of Chair)

A. 2013 United Way Update

Dr. Cook recognized the efforts of Ms. Pam Horton who was the District's United Way coordinator for the successful campaign. Ms. Horton thanked the employees for their generous donations of \$35,477.00 to the 2013 United Way campaign.

Ms. Horton announced that Sunburst Elementary School raised the most per capita (for the third year in a row) with a total of \$2,425.00. Ms. Nancy Putman, President of the Washington Education Foundation (WEF) presented Sunburst campaign coordinator, Sally Cook, with a check for \$1,000.00. In addition, WEF provided five \$50.00 Westcor gift cards for campaign incentives.

H. Public Participation

There was no public participation.

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I. Approval of the Consent Agenda

UNANIMOUS

Mr. Maza requested that Item *VII.C.13 – Public Gifts and Donations – Thomas Desrosiers be pulled from the Consent Agenda for separate consideration.

Ms. Graziano requested that Item *VII.D. – Out-of-County/State Field Trips be pulled from the Consent Agenda for separate consideration.

A motion was made by Mrs. Lambert that the Governing Board approve the remaining Consent Agenda items. The motion was seconded by Mr. Jahneke. The motion carried.

VII. CONSENT AGENDA

***A. Approval/Ratification of Vouchers**

UNANIMOUS

Approved and ratified the vouchers as presented.

***B. Personnel Items**

UNANIMOUS

Approved the personnel items as presented.

***C. Public Gifts and Donations (The Value of Donated Items is Determined by the Donor)**

UNANIMOUS

Approved the public gifts and donations as presented.

1. Arizona Diamondbacks donated a check in the amount of \$400.00 for the benefit of music students at Desert Foothills Junior High School.
2. BJ's Furniture donated a sofa and loveseat with an approximate value of \$975.00 for the teachers' lounge at Ironwood Elementary School.
3. BookPALS donated books with an approximate value of \$491.00 for the benefit of students at Mountain View School.
4. CBRE, Inc. donated miscellaneous office supplies with an approximate value of \$500.00 for the benefit of the Washington Elementary School District.
5. Elephant Bar donated Junior Explorer gift certificates with an approximate value of \$750.00 for the benefit of students in the after-school program at Cactus Wren Elementary School.
6. JanSport donated 50 backpacks and shoulder bags with an approximate value of \$2,000.00 for the benefit of students at Maryland School.
7. Jason's Deli donated 200 student gift certificates with an approximate value of \$1,000.00 for the benefit of students in the after-school program at Cactus Wren Elementary School.
8. Peter Piper, Inc. donated a check in the amount of \$517.95 for the benefit of students at Shaw Butte Elementary School.
9. The Phoenix Zoo donated scholarships with an approximate value of \$2,324.00 for the benefit of after-school academy students and chaperones at Maryland School to attend ZooReach Night Camp.

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10. The Phoenix Zoo donated scholarships with an approximate value of \$2,400.00 for the benefit of students at Mountain View School to attend ZooReach Night Camp.
11. Richard E. Miller Parent/Teacher Organization donated a check in the amount of \$1,775.92 to purchase library books for the benefit of students at Richard E. Miller Elementary School.
12. Sunburst Farms donated a check in the amount of \$400.00 to purchase class t-shirts for the benefit of students at Sunburst Elementary School.
13. Thomas Desrosiers donated musical instruments with an approximate value of \$2,800.00 for the benefit of students in the Washington Elementary School District.

UNANIMOUS

A motion was made by Mr. Maza to approve the donated musical instruments from Thomas Desrosiers with an approximate value of \$2,800.00 for the benefit of students in the Washington Elementary School District. The motion was seconded by Mrs. Lambert. The motion carried.

Mr. Maza introduced Thomas Desrosiers, Eagle Scout candidate from Boy Scout Troop #172 in Tempe, AZ. Mr. Desrosiers advised that his love of music was his inspiration for his project of donating gently used musical instruments to students who would not be able to participate in school band programs. Through research, he found that several music teachers in the Washington Elementary School District (WESD) had identified a need for instruments to Ear Candy Charities and, therefore, chose WESD schools to receive his donation of instruments. Mr. Desrosiers introduced his parents and sister who were in attendance.

***D. Out-of-County/State Field Trips**

UNANIMOUS

1. Thomas Aron, Alta Vista Elementary School, submitted an out-of-county/state field trip to the Placentia Presbyterian Church, Placentia, CA and Disneyland, Anaheim, CA, May 16-18, 2014, for 5th and 6th grade students at a cost of \$5,219.05.
2. Alan Paulson, Orangewood School, submitted an out-of-county/state field trip to Washington, D.C., April 3-6, 2014, for 6th, 7th, and 8th grade students at a cost of \$55,022.00.

A motion was made by Ms. Graziano that the Governing Board approve the out-of-county/state field trip requests as presented. The motion was seconded by Mrs. Lambert. The motion carried.

Ms. Graziano asked for clarification regarding the Overnight Chaperone Plan. Mr. Alan Paulson from Orangewood School gave an example of a mother being in one room with her daughter and two other students with the door open to an adjoining room with four other students. The door to the adjoining room would remain open at all times for supervision. Ms. Graziano thanked him for the information.

***E. Annual Intergovernmental Cooperative Purchase Agreements with the Mohave Educational Services Cooperative (MESC) and Greater Phoenix Purchasing Consortium for Schools (GPPCS)**

UNANIMOUS

***F. Acceptance of the US Airways Field Trip FUND! Grant in the Amount of \$500.00**

UNANIMOUS

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VIII. ACTION / DISCUSSION ITEMS

- A. Consider, Discuss and, if Deemed Advisable, Approve the Intergovernmental Cooperative Purchase Agreements and Contract Purchases with 1GPA to Utilize TSA Consulting Group for Retirement Plan Compliance and Administrative Services** **UNANIMOUS**

Dr. Cook advised the Board that the agenda item was presented for its consideration regarding a third party consulting company for health benefits. Dr. Cook introduced Mr. David Velazquez, Director of Finance, to provide information.

Mr. Velazquez advised the Board that the District offered 403(b) and 457(b) voluntary retirement savings plans to its employees under guidelines set by the Internal Revenue Service (IRS). As the IRS makes changes to the regulations, the District must ensure that its 403b and 457b plans remain in compliance with any such changes. Mr. Velazquez reported that District employees met with TSA Consulting Group in regard to utilizing their services under a 1GPA contract to provide third party retirement plan compliance and administrative services.

A motion was made by Mr. Jahneke that the Governing Board approve the Intergovernmental Cooperative Purchase Agreements and contract purchases with 1GPA to utilize TSA Consulting Group for retirement plan compliance and administrative services. The motion was seconded by Mr. Maza. The motion carried.

- B. Temporary Suspension of Policy BGB – Policy Adoption and Adoption of Proposed Amended Policy DJE – Bidding/Purchasing Procedures** **UNANIMOUS**

Dr. Cook stated that on September 12, 2013, the Governing Board approved a revision to Policy DJE – Bidding/Purchasing Procedures. Since then, the State Board of Education made corresponding revisions to the thresholds for obtaining written and oral price quotations. Dr. Cook reported that the new revisions became effective on October 28, 2013, therefore, the District was making a recommendation to temporarily suspend the reading of the policy twice and adopt the proposed amended policy in order to use the new procurement rules as soon as possible.

A motion was made by Mrs. Lambert that the Governing Board temporarily suspend Policy BGB – Policy Adoption and adopt proposed amended Policy DJE – Bidding/Purchasing Procedures. The motion was seconded by Mr. Adams. The motion carried.

IX. INFORMATION / DISCUSSION ITEMS

- A. 2013 United Way Update**

Moved at discretion of Chair following Item VI.G. Special Recognition

- B. Teacher Evaluation Update**

Dr. Cook advised that Ms. Graziano had requested a future agenda item regarding the teacher evaluation plan. Dr. Cook introduced Mr. Justin Wing, Director of Human Resources, to present an update on the teacher evaluation plan.

Mr. Wing reviewed the recommendations/outcomes of the WESD Teacher Evaluation Technical Subcommittee meetings held January 2013 through October 2013. Mr. Wing stated that the Subcommittee would continue to review HB 2500 measures that were required.

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Mrs. Lambert noted that the District was adopting the Arizona State Board of Education's performance classification of highly effective to replace WESD's previous label of exemplary. Mrs. Lambert asked how the District would identify highly effective teachers when the Arizona Department of Education (ADE) asked for information regarding the distribution of highly effective teachers. Mrs. Lambert asked if the District would be using the teacher evaluation as one determination of highly effective teachers. Mr. Wing responded that one of the main objectives of the Teacher Evaluation Committee was to determine the overall classification rating for each performance classification, e.g., highly effective, effective, developing and ineffective. Dr. Cook advised that this agenda item was only an update for discussion and that the Teacher Evaluation Technical Subcommittee would continue to meet. Dr. Cook stated that the Subcommittee would submit its final recommendations to the Board for its approval to adopt the entire system.

Ms. Graziano referenced the following Provision in HB2500 on page 49 and asked how this was handled with the teacher:

- Requires the preliminary notice of inadequacy of classroom performance to be accompanied by a performance improvement plan designed to help the teacher correct inadequacies and demonstrate adequate classroom performance.

Mr. Wing replied that the District already had a thorough process to address this issue and would continue to utilize it. Mr. Wing advised that the preliminary notice was hand delivered to the employee, along with the applicable statute(s) and reviewed in detail with the administrator and/or evaluator. Mr. Wing reported that when an individual was given a preliminary notice that an improvement plan was necessary, it was a collaborative effort to provide resources to help improve any deficiencies highlighted in the evaluation. The process included having an improvement plan conference after the evaluation conference in order to allow the employee time to consider what resources they would like to utilize to improve their performance.

Mr. Maza asked how many times the District had to revise the teacher evaluation system in the last two years. Mr. Wing responded that there were many revisions due to mandates from legislative actions.

Mr. Maza asked if teachers were part of the stakeholder groups on the Teacher Evaluation Committee. Mr. Wing replied it was a large, diverse group and included many teachers. Mr. Maza thanked Mr. Wing for the presentation and appreciated that the District allowed teachers to have input on the evaluation plan that affects them.

C. 2013 Accountability Update – Assessment Report: Part One

Dr. Cook introduced Ms. Janet Sullivan who provided an update on the 2012-2013 accountability results which focused on the District's performance on state-administered assessments and the resulting accountability determinations. Ms. Sullivan presented Spring 2013 results of the Arizona's Instrument to Measure Standards (AIMS), the Stanford 10 and the Arizona English Language Learner Assessment (AZELLA).

Mr. Jahneke asked if there was a difference in 8th grade achievement between K-8 or 7-8 schools. Ms. Sullivan responded that the data had been reviewed and it was almost the same at all schools, with the exception of one K-8 school.

Ms. Graziano made the following comments:

- Asked if there was any indication why the one K-8 school performed better. Ms. Sullivan replied that it was the traditional school and the 8th grade students normally scored higher than the middle schools.

- Suggested offering a reward system for 8th grade students. Mrs. Sullivan reported that the District participated in the Explore assessment through Northern Arizona University's Gear Up Project for all 8th grade students. Mrs. Sullivan stated that the emphasis of the project was planning for high school and beyond and hoped that this would encourage students to put more effort into the AIMS. Mrs. Sullivan stated that the assessment Gear Up Project results were expected in December 2013 or January 2014.
- Stated that one of the District's main goals had been the reading program and was pleased that the reading falls far below percentages had gone down significantly. However, Ms. Graziano was concerned that the math falls far below percentages had increased in the last two years. She asked if that was due to the change in the focus of the curriculum and was the AIMS still aligned with the curriculum goals. Mrs. Sullivan responded that the second set of standards was approved in 2008 which had significant content changes. She advised that the students did not have the opportunity to learn the new content when tested in 2010. Mrs. Sullivan stated that there had been a change in the rigor and some of the content in the last two years which affected test scores.
- The 3rd grade reading performance level was 6% of students for falls far below. Ms. Graziano asked if those would be the students required to repeat third grade because of the Move on When Reading Program. Mrs. Sullivan advised that the data from 2013 would not affect the 3rd grade students who will move on to 4th grade. Mrs. Sullivan reported that the students who fall far below on the Spring 2014 test would be retained.
- Requested a color copy of the presentation slide on page 76 regarding the Reward Schools, Focus Schools, and Priority Schools. Mrs. Sullivan advised that she would send Ms. Graziano a color copy.

Mrs. Lambert asked if the District still had pre-intervention schools as a result of federal accountability. Mrs. Sullivan replied that the District had not been officially notified, however, believed that they would carry over from last year.

X. FUTURE AGENDA ITEMS

There were no future agenda items.

XI. GOVERNING BOARD AND SUPERINTENDENT ACKNOWLEDGMENTS

Ms. Graziano acknowledged the following:

- Thanked the art teachers and students from Abraham Lincoln Traditional, Maryland, Mountain View, Orangewood, Sunnyslope, and Sweetwater schools for the artwork displayed in the Governing Board Room.
- In honor of Veteran's Day, thanked the veterans on the staff and the Governing Board for their service.
- Advised that the following week was American Education Week and Wednesday would be Education Support Professionals Day. Ms. Graziano thanked all of the education support professionals because they were the foundation of everything that the District does for the students.

XII. ADJOURNMENT

A motion was made by Mr. Adams to adjourn the Regular Meeting at 8:35 p.m. The motion was seconded by Mrs. Lambert. The motion carried. **UNANIMOUS**

SIGNING OF DOCUMENTS

Documents were signed as tendered by the Governing Board Secretary

BOARD SECRETARY

DATE

BOARD OFFICIAL

DATE

November 14, 2013

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO:	Governing Board	<u> X </u>	Action
		<u> </u>	Discussion
FROM:	Dr. Susan J. Cook, Superintendent	<u> </u>	Information
		<u> </u>	1st Reading
DATE:	December 12, 2013		
AGENDA ITEM:	<u>*Approval/Ratification of Vouchers</u>		
INITIATED BY:	Elizabeth Martinez, Accounting Manager	SUBMITTED BY:	David Velazquez, Director of Finance
PRESENTER AT GOVERNING BOARD MEETING:	<u>Cathy Thompson, Director of Business Services</u>		
GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION:	<u>BBA, DK and A.R.S. §15-321</u>		

SUPPORTING DATA

Funding Source: Various
Budgeted: Yes

The Vice President of the Board reviews all vouchers prior to the meeting of the Board. Vouchers represent orders for payment of salaries, materials, equipment, and services. Documentation for warrants is available for inspection from the Finance Department located at the District Administrative Center.

APPROVE/RATIFY FY13/14 PAYROLL VOUCHERS (warrants for services and materials, payroll expense):

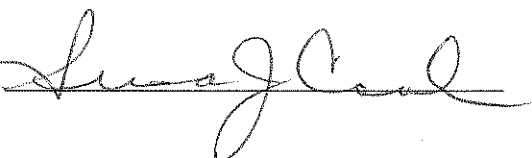
11/15/13	2,878,828.29
11/29/30	2,869,245.56
Totals:	<u>5,748,073.85</u>

APPROVE/RATIFY FY 13/14 EXPENSE VOUCHERS (warrants for services and materials, payroll expense):

11/06/13	4,084,068.99
11/13/13	1,060,848.75
11/20/13	5,126,976.81
11/22/13	96,958.84
11/27/13	953,769.76
Totals:	<u>11,322,623.15</u>

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board approve and ratify the payroll and expense vouchers as presented.

Superintendent 

Board Action	Motion	Second	Aye	Nay	Abstain
Adams					
Graziano					
Jahneke					
Lambert					
Maza					

Agenda Item *II.A.

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action
FROM: Dr. Susan J. Cook, Superintendent Discussion
DATE: December 12, 2013 Information
AGENDA ITEM: *Personnel Items 1st Reading

INITIATED BY: Justin Wing, Director of Human Resources SUBMITTED BY: Justin Wing, Director of Human Resources

PRESENTER AT GOVERNING BOARD MEETING: Justin Wing, Director of Human Resources

GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: BBA

SUPPORTING DATA


Funding Source: Various
Budgeted: Yes

The attached personnel actions are presented for approval.

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board approve the personnel items as presented.

Superintendent



Board Action	Motion	Second	Aye	Nay	Abstain
Adams					
Graziano					
Jahneke					
Lambert					
Maza					

Agenda Item *II.B.

PERSONNEL ACTION RECOMMENDED
December 12, 2013

I. RESIGNATIONS, RETIREMENTS, EXCESSES, AND LEAVES OF ABSENCE**A. ADMINISTRATIVE**

LAST NAME	FIRST	POSITION	LOCATION	ACTION	YEARS OF SERVICE	EFFECTIVE DATE
-----------	-------	----------	----------	--------	------------------	----------------

B. CERTIFIED

LAST NAME	FIRST	POSITION	LOCATION	ACTION	YEARS OF SERVICE	EFFECTIVE DATE
-----------	-------	----------	----------	--------	------------------	----------------

Archer	Roberta	Teacher-Kindergarten	Sweetwater	Resignation	10	5/29/2014
DeLaTorre	Lisa	Teacher-Librarian	Shaw Butte	Retirement	26	5/29/2014
Lee-Peery	Brenda	Teacher-2nd Grade	Sunset	Resignation	4 mo.	12/2/2013
McGowan	Michelle	Teacher-2nd Grade	Tumbleweed	Leave of Absence		11/27/2013
Turner	Laurie Ann	Academic Intervention Specialist	Royal Palm	Resignation	13	11/22/2013

C. FULL-TIME CLASSIFIED

LAST NAME	FIRST	POSITION	LOCATION	ACTION	YEARS OF SERVICE	EFFECTIVE DATE
-----------	-------	----------	----------	--------	------------------	----------------

Amezcuca	Edith	Office Technician	Shaw Butte	Termination	13	11/15/2013
Ensfield	Cindy	Application System Analyst	MIS	Resignation	2	12/6/2013
Jackson	Andrea	Lead Assistant	Special Services	Resignation	21	11/1/2013
Meenas	Donia	Night Custodian	Mountain Sky	Resignation	1	10/31/2013
Robertson	Julie	Roving Night Custodian	Maintenance	Resignation	2 mo.	12/5/2013
Zagarigo	Salvatore	Facilities Manager	Sahuaro	Retirement	19	1/6/2014

D. PART-TIME CLASSIFIED

LAST NAME	FIRST	POSITION	LOCATION	ACTION	YEARS OF SERVICE	EFFECTIVE DATE
-----------	-------	----------	----------	--------	------------------	----------------

Biedrzycki	Christian	KidSpace Assistant	Alta Vista	Resignation	2 mo.	11/22/2013
Bullock	Veronica	Food Service Helper	Mountain View	Resignation	2 mo.	11/27/2013
Contreras	Paige	Crossing Guard	Moon Mountain	Resignation	6 mo.	11/27/2013
Dalton	Katie	Special Ed. Assistant	Sweetwater	Resignation	4 mo.	11/22/2013
Estrada	Maria	Food Service Helper	Royal Palm	Resignation	6	12/2/2013
Gonzales-Cordonva	Ana	KidSpace Assistant	Sweetwater	Resignation	1	11/15/2013
Grant	Erika	Paraprofessional	Sunnyslope	Resignation	3 mo.	11/8/2013
Harvell	Linda	Food Service Helper	Mountain Sky	Resignation	3 mo.	11/19/2013
Lazarus	Lindsay	KidSpace Site Coordinator	Lakeview	Resignation	6	12/19/2013
Macaluso	Alexandra	Paraprofessional	Moon Mountain	Resignation	1	10/31/2013
Markovic	Mirela	Food Service Unit Leader	Desert Foothills	Leave of Absence		11/8/2013
Martinez	Valerie	KidSpace Assistant	Manzanita	Resignation	2 mo.	10/6/2013
Medina	Oscar	Bus Driver	Transportation	Resignation	2	11/19/2013
Morales	Jennifer	Paraprofessional-NBA	Academic Services	Resignation	8 mo.	12/19/2013
Morris	Jolina	Food Service Helper	Lookout Mountain	Resignation	2 mo.	12/2/2013
Mrza	Lillia	KidSpace Assistant	Shaw Butte	Resignation	1 wk.	10/30/2013
Munster	Justin	Bus Driver	Transportation	Resignation	2	12/3/2013
Naylor	Teri	Food Service Helper	Manzanita	Resignation	2	11/22/2013
Nelson	Kristy	Food Service Unit Leader	Roadrunner	Termination	5	11/22/2013
Perez	Ana	Food Service Clerk	Mountain View	Leave of Absence		11/4/2013
Rey	Ana	Crossing Guard	Shaw Butte	Resignation	1.5 mo.	11/18/2013
Rinkevicz	Matthew	Detention Monitor	Palo Verde	Resignation	2	11/22/2013
Stath	Julie	Special Ed. Assistant	Mountain Sky	Resignation	1 mo.	11/22/2013
Stephenson	Georganne	Food Service Helper	Lookout Mountain	Resignation	3 mo.	11/1/2013
Sutton	Joseph	Crossing Guard	Lakeview	Resignation	1.5	11/1/2013
Thomas	Amber	KidSpace Assistant	Sweetwater	Resignation	6 mo.	11/19/2013
Thomason	James	Crossing Guard	Royal Palm	Termination	2 mo.	11/6/2013
Tittle	Florence	Paraprofessional	John Jacobs	Resignation	6	11/4/2013
Tostado	Adriana	Food Service Helper	Sweetwater	Resignation	2 mo.	10/24/2013
Truman	William	KidSpace Assistant	Lookout Mountain	Resignation	2 mo.	10/29/2013
Van Tienderen	Judy	KidSpace Site Coordinator	Washington	Retirement	17	1/7/2014
Vasquez Juarez	Pablo	Bus Driver	Transportation	Resignation	6	11/15/2013
Viel	Sherry	Paraprofessional	Lakeview	Resignation	1 mo.	10/30/2013

PERSONNEL ACTION RECOMMENDED
December 12, 2013

II. EMPLOYMENT**A. ADMINISTRATIVE**

LAST NAME	FIRST	POSITION	(E)XISTING OR (N)EW	LOCATION
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B. CERTIFIED

LAST NAME	FIRST	POSITION	(E)XISTING OR (N)EW	LOCATION
-----------	-------	----------	------------------------	----------

Fazio	Kathleen	Teacher-Special Needs Preschool	E	Chaparral	Balance of Year
Gentry	Cathy-Ann	Program Coach	E	Maryland	
Holzer	Richard	Teacher-Social Studies	E	NBA	Balance of Year
LeFave	Kathleen	Teacher-Autism	E	John Jacobs	Balance of Year
Nageotte	Taylor	Teacher-6th Grade	E	Mountain View	Balance of Year

C. FULL-TIME CLASSIFIED

LAST NAME	FIRST	POSITION	(E)XISTING OR (N)EW	LOCATION
-----------	-------	----------	------------------------	----------

Hernandez Galarza	Jose	Night Custodian	E	Cactus Wren
Saturnino	Virginia	Detention Monitor	E	Mountain View
Serna	Colton	Night Custodian	E	Chaparral
Sierra	Fernando	Night Custodian	E	Manzanita
Silver	Tara	Property Control Manager	E	Purchasing

D. PART-TIME CLASSIFIED

LAST NAME	FIRST	POSITION	(E)XISTING OR (N)EW	LOCATION
-----------	-------	----------	------------------------	----------

Botello	Magdalena	KidSpace Assistant	E	Lookout Mountain
Casanova	Naomi	Special Ed. Assistant	E	Sweetwater
Echols	Keith	Paraprofessional	E	Moon Mountain
Garrett	Jessica	Paraprofessional	E	Shaw Butte
Gibbons	Rita	Lead Assistant	E	Moon Mountain
Golston	Karen	KidSpace Assistant	E	After School Programs
Lazos	Tanya	Monitor/Crossing Guard	E	Acacia
Lopez	Gerardo	Bus Driver	E	Transportation
MacCart	Tim	Paraprofessional	E	Alta Vista
Mendoza	Marlene	Food Service Helper	E	Food Service
Milbrandt	Anthony	Bus Assistant	E	Transportation
O'Niel	Ashley	KidSpace Assistant	E	Orangewood
Quinonez	Sonia	Bus Assistant	E	Transportation
Robayo	Jennifer	Food Service Helper	E	Food Service
Schweitzer	Harmony	Food Service Helper	E	Food Service
See	Kimberly	KidSpace Assistant	E	Abraham Lincoln
Stinnett	Max	Crossing Guard/Monitor	E	Orangewood
Velazquez	Angel	KidSpace Assistant	E	Sweetwater
Wagener	Mallory	Paraprofessional	E	Washington
Watkins	Darlene	Bus Driver	E	Transportation
Woodard	Leah	Paraprofessional	E	Arroyo
Young	Charols	Paraprofessional	E	Maryland

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action
FROM: Dr. Susan J. Cook, Superintendent Discussion
DATE: December 12, 2013 Information
AGENDA ITEM: *Public Gifts and Donations (The Value of Donated Items is Determined by the Donor) 1st Reading
INITIATED BY: Dr. Susan J. Cook, Superintendent SUBMITTED BY: Dr. Susan J. Cook, Superintendent
PRESENTER AT GOVERNING BOARD MEETING: Dr. Susan J. Cook, Superintendent
GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: BBA and A.R.S. §15-341

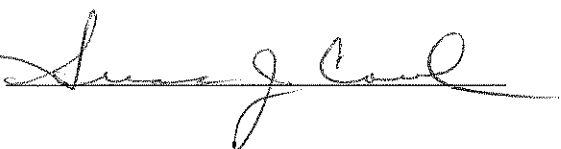
SUPPORTING DATA

Funding Source: Donations
Budgeted: N/A

1. Lookout Mountain Parent Teacher Organization donated a check in the amount of \$7,000.00 to be used towards the purchase of bleachers/benches for the gymnasium at Lookout Mountain Elementary School.
2. North Phoenix Kiwanis donated a check from the Walk-A-Thon in the amount of \$27,952.98 to be used for student and staff incentives.
3. Peter Piper Pizza donated a check in the amount of \$514.82 to the Professional Development Department for the BEGIN Program.
4. Peter Piper Pizza donated a check in the amount of \$464.63 for the benefit of students at Tumbleweed Elementary School.
5. Vaseo Apartments donated a check in the amount of \$541.81 to be used for the benefit of students at Lookout Mountain Elementary School.
6. Vaseo Apartments donated a check in the amount of \$541.81 to be used for student field trips at Mountain Sky Junior High School.

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board approve the gifts and donations as presented.

Superintendent 

Board Action	Motion	Second	Aye	Nay	Abstain
Adams					
Graziano					
Jahneke					
Lambert					
Maza					

Agenda Item *II.C.

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action
FROM: Dr. Susan J. Cook, Superintendent Discussion
DATE: December 12, 2013 Information
AGENDA ITEM: *Out-of-County/State Field Trips 1st Reading
INITIATED BY: Schools and Departments as Presented SUBMITTED BY: Administrative Services, Curriculum, Accounting and Purchasing Departments
PRESENTER AT GOVERNING BOARD MEETING: Field Trip Sponsor
GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: BBA, IJOA and A.R.S. §15-341

SUPPORTING DATA

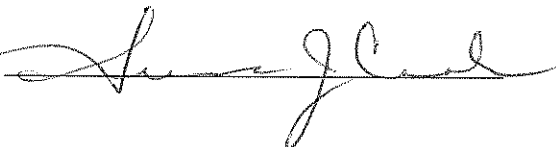
Funding Source: See Attached
Budgeted: N/A

1. Tony Murphy, Mountain Sky Junior High School, submitted an out-of-county/state field trip to Prescott Valley, AZ, January 4, 2014, for 7th and 8th grade wrestlers at no cost to the District.

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board approve the out-of-county/state field trip requests as presented.

Superintendent



Board Action	Motion	Second	Aye	Nay	Abstain
Adams					
Graziano					
Jahneke					
Lambert					
Maza					

Agenda Item *II.D.

Request for Out-of-County/State Field Trip

Date of Governing Board Agenda Item: 12/12/2013

School: Mountain Sky Departure Date: 1/4/2014 Return Date: 1/4/2014
 Destination of Field Trip: Mile High Classic - Tim's Toyota Center
 3201 N Main Street
 Prescott Valley, AZ 86314
 # of Student Participants: 18 Grade Level(s): 7-8 # of Chaperones (1:8): 3
 Cell Phone Number of Person Attending Trip: 623-628-9475 # of Additional Chaperones Needed (Over 1:8): 0
 Person Requesting Trip/Contact at Board: A. Murphy # of Additional Adults - paying their own way: 0
 Meeting:

Summary of Event/Purpose:

Tim's Toyota Center is hosting a Junior High School Wrestling Tournament. Local Prescott high schools will host a variety of high school and junior high school tournaments on Friday, January 4. This is yet another opportunity for the Mountain Sky wrestling program to showcase their skills.

Educational Use:

The wrestling tournament supports the extracurricular goals of the school, by enriching the student experience both socially and physically. Students have the opportunity to test their knowledge and skills against some of the best competition in the state.

Itinerary:

Date	Departure Site	Departure Time	Arrival Site	Arrival Time	Mode of Transportation	Phone Number for Hotel / Event Location
1/4/2014	Mountain Sky Middle School, Phoenix, AZ	5:30 AM	Tim's Toyota Center, Prescott Valley, AZ	7:30 AM	Parent(s) Personal Vehicle	623-628-9475
1/4/2014	Tim's Toyota Center, Prescott Valley, AZ	7:00 PM	Mountain Sky Middle School, Phoenix, AZ	9:00 PM	Parent(s) Personal Vehicle	623-628-9475

All overnight trips (only those trips that have sleeping arrangements, not turn-around trips) are required by Governing Board policy to submit an overnight chaperone plan.

Overnight Chaperone Plan Attached: No

Principal Signature:

Perry Mason

11/13/2013

Additional Information

Please indicate the process your school used to provide this opportunity to students who are unable to provide their own funds, if students are funding the trip:

Tournament funding (entry fee) provided by parent/guardian personal financing.

Acknowledgment that no eligible student will be denied the field trip due to financial hardship: Yes

Accommodations for students with special circumstances are needed: No

If yes, what accommodations are needed:

Acknowledgment that no eligible student will be denied the field trip due to special education/health needs: Yes

Is this the entire grade level: No

If no, how many students are in the grade level? 0

Is this a club or after-school class? Yes

What are the student eligibility requirements to participate in this trip?

No eligible student will be denied the trip due to special education/health needs.

What are the arrangements for students not participating in this trip?

Only (18), pre-qualified, athletes are permitted to compete in the event.

Chaperones:

Will substitutes be used for certified staff chaperoning the trip? No

If no, what are the arrangements for class coverage?

The tournament is on a non-school day.

Name	Certified/Non-Certified/Parent	Class Coverage Needed	Chaperone(Additional adults paying own way are not considered chaperones.)
Johnny Mainez	Non-certified	No	Yes
Tim Russo	Parent	No	Yes
Luis Huerta	Parent	No	Yes

Out-of-County/State Field Trip Cost Sheet

IMPORTANT – MUST CHECK ONE

All out-of-state field trips MUST use District approved (contracted) travel agent. Quote should include all lodging, transportation, entry fees, travel agent fee, and food. Exception would be food individually purchased outside of quote or sack meals.	All out-of-county field trips must use District approved (contracted) charter buses if not using District owned buses.																																				
This is an out-of-state field trip and travel agent quote is attached: Yes <input type="checkbox"/>	This is an out-of-county field trip and charter bus quote is attached: Yes <input type="checkbox"/> This is an out-of-county field trip using parent transportation. Yes <input checked="" type="checkbox"/>																																				
<table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 5%; text-align: right;">\$</td><td>Travel Agent Quote</td></tr> <tr><td style="text-align: right;">\$</td><td>Travel Insurance (optional)</td></tr> <tr><td style="text-align: right;">\$</td><td>Substitute</td></tr> <tr><td style="text-align: right;">\$</td><td>Food</td></tr> <tr><td style="text-align: right;">\$</td><td>Other</td></tr> <tr><td style="text-align: right;">\$</td><td>Total Cost of Trip</td></tr> </table>	\$	Travel Agent Quote	\$	Travel Insurance (optional)	\$	Substitute	\$	Food	\$	Other	\$	Total Cost of Trip	<table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 5%; text-align: right;">\$</td><td style="width: 10%;">0.00</td><td>Lodging</td></tr> <tr><td style="text-align: right;">\$</td><td>0.00</td><td>Food:</td></tr> <tr><td style="text-align: right;">\$</td><td>0.00</td><td>Transportation: Parents</td></tr> <tr><td style="text-align: right;">\$</td><td>0.00</td><td>Registration/Entry Fees</td></tr> <tr><td style="text-align: right;">\$</td><td>0.00</td><td>Travel Insurance (optional)</td></tr> <tr><td style="text-align: right;">\$</td><td>0.00</td><td>Other:</td></tr> <tr><td style="text-align: right;">\$</td><td>0.00</td><td>Substitute</td></tr> <tr><td style="text-align: right;">\$</td><td>0.00</td><td>Total Cost of Trip</td></tr> </table>	\$	0.00	Lodging	\$	0.00	Food:	\$	0.00	Transportation: Parents	\$	0.00	Registration/Entry Fees	\$	0.00	Travel Insurance (optional)	\$	0.00	Other:	\$	0.00	Substitute	\$	0.00	Total Cost of Trip
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\$	0.00	Travel Insurance (optional)																																			
\$	0.00	Other:																																			
\$	0.00	Substitute																																			
\$	0.00	Total Cost of Trip																																			
Totals are estimates only, based on number of anticipated student/adults and are subject to change.																																					

18 # Students Participating

of Chaperones: 3

(approved ratio of 1:8 or lower ratio due to special circumstances is included in per student cost)

Additional Adults (paying own way): 0 Payment should be made and deposited to the school's field trip auxiliary account.

TOTAL PER STUDENT COST: \$0.00

FIELD TRIP POSSIBLE FUNDING SOURCES (check all that apply):

- Auxiliary Operations (Fund 525 - fee based)
- Gifts & Donations (Fund 530 - donation based)
- PTA/PTO
- Student Activities (Fund 850 - fundraising based)
- Tax Credit (Fund 526 - donation based)

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action
FROM: Dr. Susan J. Cook, Superintendent Discussion
DATE: December 12, 2013 Information
AGENDA ITEM: *Out-of-State Travel 1st Reading

INITIATED BY: Maggie Westhoff, Director of Professional Development
SUBMITTED BY: Maggie Westhoff, Director of Professional Development

PRESENTER AT GOVERNING BOARD MEETING: Maggie Westhoff, Director of Professional Development

GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: BBA

SUPPORTING DATA

Funding Source: No Cost to District
Budgeted: N/A

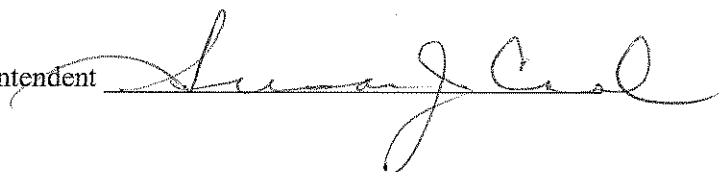
The following out-of-state travel request has been reviewed and is recommended for approval:

1. Emily Bacal, School Psychologist, to attend the National Association of School Psychologists (NASP) Conference, February 20-21, 2014, in Washington, D.C., at no cost to the District.

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board approve the Out-of-State Travel request as presented.

Superintendent



Board Action	Motion	Second	Aye	Nay	Abstain
Adams					
Graziano					
Jahneke					
Lambert					
Maza					

Agenda Item *II.E.

WASHINGTON ELEMENTARY SCHOOL DISTRICT #6
DATE OF BOARD AGENDA ITEM - December 12, 2013

OUT-OF-STATE TRAVEL REQUEST FORM

Name of Traveler(s) <i>(as it appears on your driver's license)</i>	Position	School/Department
Emily Bacal	School Psychologist	Special Services

CONFERENCE INFORMATION:

CONFERENCE TITLE:	National Association of School Psychologists (NASP)
TRAVEL DATES:	February 20-21, 2014
CONFERENCE LOCATION:	Washington, D.C.
SOURCE OF FUNDING: Description:	Registration Funds (Funding Source)
Registration Account Code:	001 200 2200 6331 524 0000 \$ 0.00
SOURCE OF FUNDING: Description:	Travel Funds (Funding Source)
Travel Account Code:	001 200 2200 6580 524 0000 \$ 0.00
SOURCE OF FUNDING: Description:	Substitute Funds (Funding Source)
Substitute Account Code:	001 200 1000 6129 524 0000 \$ 0.00

PURPOSE OF TRAVEL: Emily Bacal has been invited to present at the National Association of School Psychologists Conference with Dr. Linda Caterino on Socioemotional Skills in Gifted Kids. Thousands of school psychologists will be updating their skills, learning new strategies, and rediscovering their love for school psychology at this year's convention. Tiffany will come back to WESD to share what she has learned through meetings and handouts with psychologists and other Special Services Department staff members.

MAXIMUM COSTS:

REGISTRATION FEE:	\$ 0.00
MEALS	\$ 0.00
LODGING:	\$ 0.00
SUBSTITUTES	\$ 0.00
TRANSPORTATION:	\$ 0.00
AIR	\$ 0.00
CAR RENTAL/PARKING	\$ 0.00
BUS/TAXI/SHUTTLE	\$ 0.00
TOTAL COST:	\$ 0.00

SIGNATURES

Supervisor

Supervisor

Budget Manager

COMMENTS: Emily will be responsible for all costs related to attending this conference.

Please Note: Actual costs may occasionally vary from estimated amounts. Therefore, reimbursement for actual costs which exceed estimates, yet do not exceed the maximum reimbursement allowed by statute, will be subject to approval by the Superintendent or designee.

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action
FROM: Dr. Susan J. Cook, Superintendent Discussion
DATE: December 12, 2013 Information
AGENDA ITEM: *Annual Intergovernmental Cooperative Purchase Agreements with the 1 Government 1st Reading
Procurement Alliance (1GPA)
INITIATED BY: Howard Kropp, Director of Purchasing SUBMITTED BY: Cathy Thompson, Director of Business Services
PRESENTER AT GOVERNING BOARD MEETING: Howard Kropp, Director of Purchasing
GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: A.R.S. 11-952; A.A.C. R7-2-1191-R7-2-1195

SUPPORTING DATA

Funding Source: Various
Budgeted: Yes

The Purchasing Department is recommending authorization to utilize the contracts presented for anticipated purchases in excess of the bidding threshold. No school or department can spend more than is budgeted without prior approval from the Finance Department. Schools and departments budget for goods or services without a particular vendor in mind.

Presented is a list of Intergovernmental Cooperative Purchase Agreements related to the Purchasing Department previously awarded by the Governing Board.


A.R.S. 11-952 and A.A.C. R7-2-1191 through R7-2-1195 authorizes and governs intergovernmental procurements. A school district may either, participate in, sponsor, conduct, or administer a cooperative purchasing agreement for the procurement of any materials, services, or construction with one or more public procurement units in accordance with an agreement entered into between the participants. By participating in a cooperative purchase, public entities that bid common items/services can obtain economy of scale pricing and best value and reduce administrative duplication of cost and effort for all participating public entities.

Copies of the contracts are available for review in the Purchasing Department. The Purchasing Department follows a process to perform due diligence on every cooperative contract prior to making a recommendation for award.

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board approve the Intergovernmental Cooperative Purchase Agreements and contract purchases with the 1 Government Procurement Alliance (1GPA).

Superintendent



Board Action	Motion	Second	Aye	Nay	Abstain
Adams					
Graziano					
Jahneke					
Lambert					
Maza					

Agenda Item *II.F.

1GPA CONTRACT(S)**THERE IS AVAILABLE BUDGET CAPACITY:**

Vendor(s):	Brignall Construction
Description of Purchase:	Job Order Contracting (JOC - Supplemental)
Estimated 2013-2014 Expenditures:	To be used on an as-needed basis.
Department/School Funding:	Capital Projects / M&O, Bonds
Expended 2012-2013:	New contract

THERE IS AVAILABLE BUDGET CAPACITY:

Vendor(s):	Waxie
Description of Purchase:	Janitorial Equipment, supplies and services.
Estimated 2013-2014 Expenditures:	To be used on an as-needed basis.
Department/School Funding:	Material Mangement Center / M&O
Expended 2012-2013:	\$138,014.45

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action
FROM: Dr. Susan J. Cook, Superintendent Discussion
DATE: December 12, 2013 Information
AGENDA ITEM: *Acceptance of the Washington Education Grants in the Amount of \$5,547.55 1st Reading

INITIATED BY: Kathleen McKeever, Director of Academic Support Programs SUBMITTED BY: Kathleen McKeever, Director of Academic Support Programs

PRESENTER AT GOVERNING BOARD MEETING: Kathleen McKeever, Director of Academic Support Programs

GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: DDA

SUPPORTING DATA

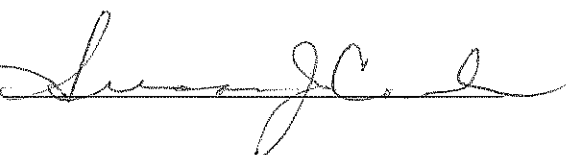
Funding Source: Grants
Budgeted: Yes

In accordance with Board policy, the Governing Board is advised that the following grants have been received in support of Washington Elementary School District students, parents, and staff.

Funder	Location	Amount	Purpose
Washington Education Foundation	Palo Verde (N)	\$500.00	School Newsletter Printing Services
Washington Education Foundation	Alta Vista (N)	\$500.00	Star Maker Fees
Washington Education Foundation	Alta Vista (N)	\$339.85	Star Maker Fees and supplies
Washington Education Foundation	Mountain Sky (N)	\$500.00	Artist in Residence

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board approve the acceptance of Washington Education Foundation Grants in the amount of \$5,547.55 and authorize the Superintendent to execute all necessary documents.

Superintendent 

Board Action	Motion	Second	Aye	Nay	Abstain
Adams					
Graziano					
Jahneke					
Lambert					
Maza					

Agenda Item *IL.G.

***Acceptance of the Washington Education Grants in the Amount of \$5,547.55**

December 12, 2013

Page 2

Washington Education Foundation	Cactus Wren (N)	\$825.00	Professional Development/ Conference Registration
Washington Education Foundation	Cholla (N)	\$500.00	Rachel's Challenge Training and Assemblies
Washington Education Foundation	Cholla (N)	\$400.00	Rachel's Challenge Training and Assemblies
Washington Education Foundation	Chaparral (N)	\$484.70	Classroom Literature Books
Washington Education Foundation	Desert View (N)	\$500.00	Classroom Play Items for Preschool
Washington Education Foundation	Desert View (N)	\$500.00	Classroom Play Items for Preschool
Washington Education Foundation	Shaw Butte (N)	\$498.00	Dulcimer Instrument- Kits

(N) New (N)* New application for an existing grant (R) Renewal

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action
FROM: Dr. Susan J. Cook, Superintendent Discussion
DATE: December 12, 2013 Information
AGENDA ITEM: *Reappointment of Community Member to the Trust Boards 1st Reading
INITIATED BY: D. Rex Shumway, Legal Counsel SUBMITTED BY: D. Rex Shumway, Legal Counsel
PRESENTER AT GOVERNING BOARD MEETING: D. Rex Shumway, Legal Counsel
GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: EIC

SUPPORTING DATA

Funding Source: N/A
Budgeted: N/A

In December 2010, the Governing Board reappointed David Ludwig to the community member position on the Washington Elementary School District Trust Boards (Worker's Compensation, Casualty, Employee Benefit) for a three year term that expires on December 31, 2013. Mr. Ludwig has continuously served on the Trust Boards since his initial appointment in 1997. His tenure on the Trust Boards has been marked by dedication to the responsibilities of the position and the attention he gives to the important decisions that are made. Because of his longevity of service, he brings to the Trust Board a wealth of historical knowledge about Trust matters and provides decision-making stability that is valuable.

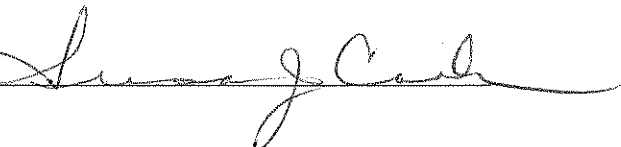
Mr. Ludwig has expressed interest in being reappointed to serve as the community member on the Trust Boards for the three (3) year term ending December 31, 2016. It is recommended that Mr. Ludwig be appointed to serve on the Trust Boards.

A copy of Policy EIC is attached for review.

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board reappoint David Ludwig as the community representative on the Washington Elementary School District Trust Boards for term that will expire on December 31, 2016.

Superintendent



Board Action	Motion	Second	Aye	Nay	Abstain
Adams					
Graziano					
Jahneke					
Lambert					
Maza					

Agenda Item *II.H.

David S. Ludwig
6103 North 10th Avenue
Phoenix, AZ 85013
602-242-4530

November 20, 2013

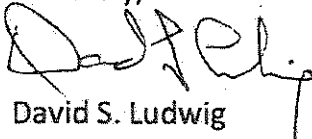
Governing Board
Washington Elementary School District
4650 West Sweetwater Avenue
Glendale, AZ 85304

Dear Governing Board Members:

In December 2010, I was reappointed to serve a three year term as a Board Member on the District's Trust Boards. It has been a pleasure to serve in this capacity these past three years, and since 1997 for that matter. My current appointment to the Trust boards terminates on December 31, 2013. Should you be interested in my continuing service, I hereby advise the Governing Board of my desire to be reappointed to serve for an additional three year term that will expire on December 31, 2016.

Thank you for the opportunity to serve the District.

Sincerely,


David S. Ludwig

E-4700 EIC
SELF - INSURANCE PROGRAMS

(Trust Board)

The Governing Board shall establish trust funds to provide a mechanism for implementation of self-insurance retention programs in accordance with A.R.S. 15-382 and any other applicable laws. The funds appropriated shall be designated to cover:

- Employee health plan benefits allowed under section 501(C)(9) of the Internal Revenue Code of 1954.
- Workers' compensation benefits pursuant to Title 23 of the Arizona Revised Statutes.
- Specified property and liability losses, and any other losses the District may elect to self-insure.
- Management and administration of the self-retention programs, including defense costs, insurance premiums, and other related expenses.

Funds budgeted for the self-insurance programs shall be subject to District budgetary requirements. Additionally, an audit of trust funds shall be performed annually by a certified public accountant.

The trust funds shall be administered by a Trust Board consisting of at least five (5) joint trustees, of whom no more than one (1) may be a member of the Governing Board and no more than one (1) may be an employee of the District. Trustees shall be appointed by the Governing Board and shall serve at the discretion of the Governing Board for three-year staggered terms, except that in no event shall the employee or Governing Board representatives serve beyond their employment or membership on the Governing Board, respectively. Trustees shall be provided with errors and omissions insurance during their tenure.

The Trust Board shall be responsible for the management of the trust funds including:

- Interpreting and applying all provisions of the insurance plans approved by the Governing Board;
- Formulating, issuing, and applying rules and regulations which are consistent with applicable law and the terms and provisions of the insurance plans approved by the Board;
- Making appropriate claim determinations and calculations, and

directing the payment of benefits accordingly;

- Arranging for all fund-related reports which may be required either by law or for fund management and administration;
- Contracting for and paying premiums for any insurance which is purchased in furtherance of the insurance plans;
- Recommending plans, plan design changes and funding levels to the Governing Board that are designed to insure the cost-effectiveness and financial solvency of the District's self-insurance programs;
- Developing and implementing preventative programs pertaining to the safety and health of students and employees, and administering said programs in conformity with approved plans and all applicable laws; and
- Insuring compliance with approved plans and all applicable laws pertaining to the safety and health of students and employees, and managing all litigation arising from claims brought against the District.

The Trust Board shall develop and codify procedures to address each responsibility.

Adopted: date of manual adoption

LEGAL REF.: A.R.S. 15-341

15-381

15-382

15-383

15-384

15-386

15-387

15-388

15-502

A.G.O. 180-216

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action
FROM: Dr. Susan J. Cook, Superintendent Discussion
DATE: December 12, 2013 Information
AGENDA ITEM: *Resolution Appointing TSA Consulting Group, Inc. as the Third Party Administrator for the Washington Elementary School District 403(b) Plan and 457(b) Plan 1st Reading
INITIATED BY: David Velazquez, Director of Finance SUBMITTED BY: David Velazquez, Director of Finance
PRESENTER AT GOVERNING BOARD MEETING: David Velazquez, Director of Finance
GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: BBA

SUPPORTING DATA

Funding Source: No Cost to District
Budgeted: N/A

The attached resolution appoints TSA Consulting Group, Inc. as the third party administrator for the Washington Elementary School District 403(b) Plan and the Washington Elementary School District 457(b) Plan.

The Internal Revenue Service has existing regulations under Section 403(b) of the Code and under Section 457(b) of the Code that would, in relevant part, require the Washington Elementary School District No. 6 to assume oversight functions in connection with its Plans, including administrative functions and to ensuring compliance with Sections 403(b) and 457(b), respectively.

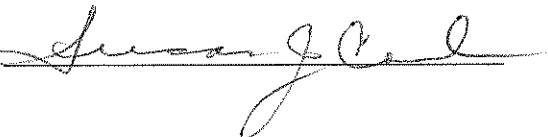
The administrative and compliance requirements pose an increased responsibility, liability and risk to the District including: updating plan documents, meeting universal availability requirements, monitoring contribution limits, authorizing transactions and providing employee education.

It is recommended that the District utilize the retirement plan compliance and administrative services of TSA Consulting Group, Inc. and resolve to appoint TSA Consulting Group, Inc. as the third party administrator for the Washington Elementary School District 403(b) and 457(b) Plans.

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board approve the resolution to adopt TSA Consulting Group, Inc. as third party administrator of retirement plan compliance and administrative services for the Washington Elementary School District 403(b) Plan and for the Washington Elementary School District 457(b) Plan.

Superintendent



Board Action	Motion	Second	Aye	Nay	Abstain
Adams					
Graziano					
Jahneke					
Lambert					
Maza					

Agenda Item *II.I.

GOVERNING BOARD
WASHINGTON ELEMENTARY SCHOOL DISTRICT NO.6

MARICOPA COUNTY ARIZONA

RESOLUTION TO ADOPT TSA CONSULTING GROUP, INC. AS THIRD PARTY
ADMINISTRATOR OF RETIREMENT PLAN COMPLIANCE AND ADMINISTRATIVE
SERVICES FOR THE WASHINGTON ELEMENTARY SCHOOL DISTRICT 403(B) PLAN AND
FOR THE WASHINGTON ELEMENTARY SCHOOL DISTRICT 457(B) PLAN

WHEREAS, Washington Elementary School District No. 6 has established a retirement plan (the "Plans") under Section 403(b) of the Internal Revenue Code of 1986, as amended (the "Code"); and

WHEREAS, Washington Elementary School District No. 6 has established a retirement plan (the "Plans") under Section 457(b) of the Internal Revenue Code of 1986, as amended (the "Code");

WHEREAS, the Internal Revenue Service has existing regulations under Section 403(b) of the Code that would, in relevant part, require the Washington Elementary School District No. 6 to assume oversight functions in connection with the Plan, including administrative functions, to ensure compliance with Section 403(b) of the Code and the regulations thereunder;

WHEREAS, the Internal Revenue Service has existing regulations under Section 457(b) of the Code that would, in relevant part, require the Washington Elementary School District No. 6 to assume oversight functions in connection with the Plan, including administrative functions, to ensure compliance with Section 457(b) of the Code and the regulations thereunder;

WHEREAS, TSA Consulting Group, Inc. (TSACG) offers retirement plan compliance and administrative services for 403(b) and 457(b) programs sponsored by public education institutions (the "Services"); and

WHEREAS, the Washington Elementary School District No. 6 wishes to engage TSACG to provide retirement plan compliance and administrative services in connection with the Plans;

BE IT RESOLVED THAT: Effective January 1, 2014, the Governing Board of Washington Elementary School District No. 6 (the "Board") authorizes the Washington Elementary School District No. 6 to enter into an agreement with TSACG under which TSACG will provide retirement plan compliance and administrative services in connection with the Plans.

GOVERNING BOARD
WASHINGTON ELEMENTARY SCHOOL DISTRICT NO.6

MARICOPA COUNTY ARIZONA

RESOLUTION TO ADOPT TSA CONSULTING GROUP, INC. AS THIRD PARTY
ADMINISTRATOR OF RETIREMENT PLAN COMPLIANCE AND ADMINISTRATIVE
SERVICES FOR THE WASHINGTON ELEMENTARY SCHOOL DISTRICT 403(B) PLAN AND
FOR THE WASHINGTON ELEMENTARY SCHOOL DISTRICT 457(B) PLAN

Passed and adopted this 12th Day of December, 2013.

GOVERNING BOARD
WASHINGTON ELEMENTARY SCHOOL
DISTRICT NO.6
OF MARICOPA COUNTY, ARIZONA

President

Vice President

Member

Member

Member

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action
FROM: Dr. Susan J. Cook, Superintendent Discussion
DATE: December 12, 2013 Information
AGENDA ITEM: *Agreement with the City of Phoenix to Extend a Temporary Construction Easement 1st Reading
Associated with the Northwest Extension of the Light Rail
INITIATED BY: D. Rex Shumway, Legal Counsel SUBMITTED BY: D. Rex Shumway, Legal Counsel
PRESENTER AT GOVERNING BOARD MEETING: Cathy Thompson, Director of Business Services
GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: BBA

SUPPORTING DATA

Funding Source: N/A
Budgeted: N/A

In December of 2009, the City of Phoenix acquired a Temporary Construction Easement (TCE) from the District involving a portion of property located at 7337 N. 19th Avenue, Phoenix, AZ (adjacent to Orangewood School). The TCE permitted the temporary use of the property for construction activities related to the Light Rail project on 19th Ave.

The TCE provided that the easement would be activated at a future date for a one year period, with compensation payable to the District in the amount of \$9,615.00. The TCE was activated on December 14, 2012 for the period through December 14, 2013.

The City of Phoenix has requested an extension of the TCE for an additional twenty-four (24) month period, terminating on December 14, 2015. The proposed additional compensation for this period is \$19,230.00.

The Agreement has been reviewed by District Legal Counsel.

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board approve the Agreement to Extend Temporary Construction Easement with the City of Phoenix and authorize the Superintendent to execute the necessary documents on behalf of the District.

Superintendent 

Board Action	Motion	Second	Aye	Nay	Abstain
Adams					
Graziano					
Jahneke					
Lambert					
Maza					

Agenda Item *II.J.

AGREEMENT TO EXTEND
TEMPORARY CONSTRUCTION EASEMENT

The City of Phoenix acquired a Temporary Construction Easement (TCE) containing 10,120.95 square feet for a portion of the property located at 7337 North 19th Avenue, Phoenix, Arizona, legally described on attached Exhibit "A" and depicted on the map attached, as Exhibit "B" for the Northwest Extension of Light Rail. The TCE was recorded on December 21, 2009 as Document 2009-1163544. This property is also referred to as Parcel NW.1313.

The TCE allows for the temporary use of this area for construction activities related to the named Light Rail project. The easement was activated on December 14, 2012, and by agreement is valid for a one year period, through December 14, 2013. The amount paid for this TCE was \$9,615.00.

Valley Metro engineers and contractors indicate that due to the variety and complexity of the various construction activities associated with the Light Rail Project, it is necessary to extend the duration of the 10,120.95 square foot TCE for an additional 24 months, through December 14, 2015.

The additional 24 months use of this 10,120.95 square foot TCE entitles the undersigned owner(s) to additional compensation of **Nineteen Thousand Two Hundred Thirty and 00/100 (\$19,230.00) Dollars.**

The undersigned owner(s) accepts payment in the amount specified above in exchange for a 24-month extension of the TCE. The extension will terminate without notice to the owner or The City of Phoenix at midnight on December 14, 2015.

Washington Elementary School District No. 6
BY: Susan J. Cook
Its: Superintendent

Date

EXHIBIT A

LEGAL DESCRIPTION

New TCE for APN 157-15-079, NW 1313

A Portion of Land located in the Northwest Quarter of the Southwest Quarter of Section 6, Township 2 North, Range 3 East of The Gila and Salt River Meridian, Maricopa County, Arizona. Being More fully described as follows:

Part 1

Commencing at the West Quarter Corner of Section 6:

THENCE South 00 degrees 13 minutes 36 seconds East for a Distance of 60.94 feet along the West line of said Southwest Quarter Section 6 (19th Avenue);

THENCE North 89 degrees 46 minutes 24 seconds East for a Distance of 40.00 feet To the Beginning of a Tangent Curve;

THENCE along the arc of a circle, turning to the right, Having a radius of 19.54 feet, through a central Angle of 91 degrees 20 minutes 29 seconds, for a distance of 31.15 feet, To an Angle Point;

THENCE South 88 degrees 54 minutes 06 seconds East for a Distance of 27.81 feet To the True Point of Beginning;

THENCE Continuing South 88 degrees 54 minutes 06 seconds East for a distance of 28.28 feet To an Angle Point;

THENCE South 46 degrees 05 minutes 14 seconds West for a Distance of 10.93 feet To an Angle Point;

THENCE North 88 degrees 52 minutes 57 seconds West for a Distance of 28.27 feet To an Angle Point;

THENCE North 46 degrees 05 minutes 14 seconds East for a Distance of 10.92 feet back To the True Point of Beginning;

Part 2

Commencing at the West Quarter Corner of Section 6:

THENCE South 00 degrees 13 minutes 36 seconds East for a Distance of 60.94 feet along the West line of said Southwest Quarter Section 6 (19th Avenue);

THENCE North 89 degrees 46 minutes 24 seconds East for a Distance of 40.00 feet To an Angle Point;

THENCE South 00 degrees 13 minutes 36 seconds East for a Distance of 488.00 feet To an Angle Point;

THENCE South 88 degrees 54 minutes 06 seconds East for a Distance of 19.75 feet To the True Point of Beginning;

THENCE North 00 degrees 20 minutes 22 seconds West for a Distance of 8.91 feet To an Angle Point;

THENCE North 01 degrees 54 minutes 34 seconds East for a Distance of 240.86 feet To an Angle Point;

THENCE North 00 degrees 13 minutes 45 seconds West for a Distance of 239.49 feet To an Angle Point;

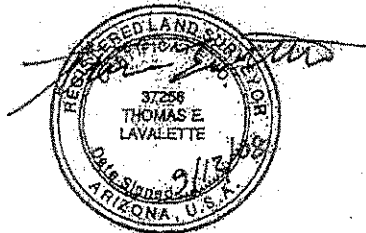
THENCE North 46 degrees 05 minutes 14 seconds East for a

EXHIBIT A

Distance of 4.19 feet to an Angle Point;
THENCE South 88 degrees 52 minutes 57 seconds East for a
Distance of 28.27 feet To an Angle Point;
THENCE South 46 degrees 05 minutes 14 seconds West for a
Distance of 15.62 feet to an Angle Point;
THENCE South 00 degrees 13 minutes 45 seconds East for a
Distance of 231.31 feet To an Angle Point;
THENCE South 01 degrees 54 minutes 34 seconds West for a
Distance of 240.84 feet To an Angle Point;
THENCE South 00 degrees 20 minutes 22 seconds East for a
Distance of 9.02 feet To an Angle Point;
THENCE North 88 degrees 54 minutes 06 seconds West for a
Distance of 20.00 feet back To the True Point of Beginning;

Together with and subject to covenants, easements, and
Restrictions of record.

Said property contains 10,120.95 sq ft or 0.23 acres more or less.



EXPIRATION DATE: 9-31-2011

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board X Action
 X Discussion
FROM: Dr. Susan J. Cook, Superintendent Information
 1st Reading
DATE: December 12, 2013
AGENDA ITEM: 2013-2014 Teacher Performance Pay Plan
INITIATED BY: Dr. Lyn Bailey, Assistant Superintendent for Administrative Services
SUBMITTED BY: Dr. Lyn Bailey, Assistant Superintendent for Administrative Services
PRESENTER AT GOVERNING BOARD MEETING: Dr. Lyn Bailey, Assistant Superintendent for Administrative Services
GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: BBA, A.R.S. §15-977

SUPPORTING DATA

Funding Source: Classroom Site Fund (301)
Budgeted: N/A


Pursuant to A.R.S. §15-977, the Governing Board must annually approve the District's Classroom Site Fund Pay for Performance Compensation Plan and submit it to the Arizona Department of Education (ADE) by December 31. ADE's submission guidelines for 2013-2014, received by WESD in early November, reflect no material changes to the current guidelines.

During November 2013, members of the WESD Teacher Performance Pay Committee, an *ad hoc* committee of the Interest-Based Negotiation (IBN) Team, were asked to review the District's 2012-2013 Teacher Performance Pay Plan and recommend possible plan modifications for 2013-2014. Committee members included teachers, principals and District administrators, with both employee organizations represented. The group recommended that no changes be made to the current plan. As such, 80% of available Proposition 301 Pay for Performance funds would be allocated to schools' Continuous Improvement Plan goals, and 20% of available Proposition 301 Pay for Performance funds would be allocated to the Teacher Development Plan (TDP) portion of the Teacher Evaluation Process (TEP).

Details regarding the committee's proposed 2013-2014 Classroom Site Fund Pay for Performance Plan were shared with WESD principals on November 19, 2013. Principals were provided a "talking points" handout (*Attachment E*)

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board approve the District's proposed 2013-2014 Classroom Site Fund Pay for Performance Compensation Plan and authorize its submission to the Arizona Department of Education.

Superintendent 

Board Action	Motion	Second	Aye	Nay	Abstain
Adams					
Graziano					
Jahneke					
Lambert					
Maza					

Agenda Item III.A.

and a PowerPoint presentation to facilitate their subsequent communication of plan information to their certified staff. Upon learning about the proposed 2013-2014 Teacher Performance Pay Plan, each teacher was asked to indicate his or her approval or disapproval of implementing the plan, pending the plan's authorization by the Governing Board. Over ninety-nine percent of WESD teachers indicated their approval of the proposed 2013-2014 plan.

Comprehensive details about the proposed 2013-2014 plan are included in the following attachments:

- Attachment I, WESD Classroom Site Fund Pay for Performance Compensation Plan, 2013-2014
- Attachment II, Submission Guidelines for Classroom Site Fund Pay for Performance Compensation Plan, WESD, 2013-2014
- Attachment A, WESD Individual Teacher Performance Pay Rubrics, 2013-2014
- Attachment B, WESD Teacher Performance Pay Plan Affidavit, 2013-2014
- Attachment C, WESD Teacher Performance Pay Plan Input Form, 2013-2014
- Attachment D, Allocation of WESD Classroom Site Fund Dollars, 2013-2014
- Attachment E, WESD Proposed Teacher Performance Pay Plan Talking Points, 2013-2014

WASHINGTON ELEMENTARY SCHOOL DISTRICT
Classroom Site Fund Pay for Performance Compensation Plan
2013-2014

Eligibility: Classroom Teachers, Program Coaches, Academic Intervention Specialists, Special Services Specialists, Student Services Specialists, Counselors

Amount: \$ __TBD*__ total, 80 percent of which is based on Continuous Improvement Plan Goals and 20 percent of which is based on Teacher Development Plan (Individual Growth Plan) objectives

**Dependent on revenue received*

The proposed Washington Elementary School District (WESD) Classroom Site Fund Pay for Performance Compensation Plan is comprised of two parts, both of which incorporate research-based methodology for enhancing student learning. The first part is to be achieved on a school-wide basis, while the second part focuses on individual achievement.

Part I : Documented and Validated Progress Toward Collaboratively Developed Continuous Improvement Plan Objectives

A comprehensive WESD School Improvement Process was developed by the District's Planning and Steering Council and implemented on a District-wide basis beginning in FY 1999. The process, which has since been renamed the WESD *Continuous* Improvement Process, is intended to provide stakeholders with a systematic means for acquiring the skills and behaviors that promote outstanding learning.

Input from staff, students, parents and community members is solicited as each site develops and executes its Continuous Improvement Plan according to the prescribed methodology. Teachers play a particularly key role in facilitating the plan's progression, which is outlined below. Furthermore, on an annual basis, at least 75% of teachers at each site must sign an affidavit stating that they participated in discussions regarding school progress as measured by the Continuous Improvement Rubrics and the resulting Continuous Improvement Plan.

- Collecting and analyzing data to determine school's status in relation to specified indicators
- Reviewing status findings to identify and prioritize needs
- Defining an objective that encapsulates the most critical needs
- Developing an action plan to define the operational means for accomplishing the objective
 - Knowledge-building
 - Implementation
 - Evaluation
- Monitoring outcomes

In the spring, each site prepares a Continuous Improvement Progress Report that highlights areas of success and accomplishment, as well as items that require additional attention and growth; additionally, plans for the upcoming school year are outlined. A site's Continuous Improvement Plan and Progress Report is then reviewed by a Continuous Improvement Review Team (CIRT), comprised of two teachers, one Site Council member and one Planning and Steering Council

member, all of whom originate from a District region other than the one in which the particular site is located. The plan and report are evaluated based on the following standards:

- The objectives are to meet established criteria:
 - Specific, concrete and understandable
 - Attainable in a reasonable time frame
 - Measurable
- The plan is to include the required components:
 - Knowledge-building
 - Must describe activities that involve gathering information
 - Must include examples related to effective practices and programs
 - Implementation
 - Must describe activities that involve systematically implementing the desired program or practice
 - Must include gathering feedback and adjusting as deemed necessary
 - Evaluation
 - Must describe activities that will evaluate the outcomes of the plan in relation to identified data sources
- The plan is to identify the following:
 - Timelines
 - Parties responsible for each activity
 - Budget needs and related resources for each activity
- The site's Professional Learning Community (PLC) Plan must support its Continuous Improvement Plan.

Given that a site's Continuous Improvement Plan meets the standards indicated above, employees at the site who are eligible for Classroom Site Fund Performance Pay would earn the incentive amount. If a site's plan fails to meet the standards, adjustments may be made, and the plan may be resubmitted for evaluation.

Part II: Documented and Validated Progress Toward Teacher Development Plan
Individual Growth Objectives

The Washington Elementary School District Teacher Development Plan (TDP), a component of the Teacher Evaluation Process (TEP), is a systematic method of providing teachers the opportunity to acquire research-based teacher behaviors and instructional practices that impact student learning. These behaviors and practices align with the InTASC Model Core Teaching Standards and are identified and acquired through self-reflection, evidence/data analysis and self-directed learning experiences. The TDP evolved from the District's Teacher Supervisory Process (TSP), which had been used systemically since 2004-2005.

The TDP is comprised of four parts:

- ***Part One: Standards and Behaviors***
In order to identify the specific teacher performance standard(s) and behavior(s) that will be the focus of his or her TDP, the teacher begins by reviewing each InTASC standard

and its related behaviors. The teacher then conducts a self-assessment of the degree to which he or she implements and demonstrates each behavior. Finally, the teacher analyzes the results to identify the behavior(s) for which he or she has the greatest professional development need and which will have the most immediate impact on student learning. The resulting domain/standard/behavior(s) becomes the focus of the teacher's TDP.

- **Part Two: Objective**

The objective is a statement of what the teacher will accomplish through his or her TDP.

- **Part Three: Task Analysis**

The task analysis is the list of steps the teacher will take to accomplish his or her objective. The steps delineate the sequence of cognitive tasks that the teacher must master in order to achieve his or her plan objective.

- **Part Four: Related Activities**

The plan is designed to be implemented in three phases, each of which delineates related activities to be performed, timeline and evidence.

- The **knowledge building** phase requires the teacher to complete in-depth research and capacity building specific to the behaviors that he or she has identified in the TDP. Throughout this phase, the teacher applies the knowledge he or she has acquired to identify the specific strategies and methods that are most applicable in the live environment.
- The **implementation phase** requires the teacher to take action steps, during which he or she applies the knowledge acquired in the live environment. Throughout this phase, there will be many strategies of implementation.
- The **evaluation phase** requires the teacher to assess the degree to which his or her knowledge building and implementation have been successful. Throughout this phase, the teacher evaluates the plan's success both from his or her own perspective and from that of students and the school.

Each school year, the teacher is required to complete an annual TDP progress report, to include the following information:

- Domain, standard(s) and behavior(s) targeted in the teacher's TDP that were addressed during the given year
- Description of the plan-related professional growth activities in which the teacher participated during the given year
- Description of the outcomes that were achieved as a result of the teacher's professional growth activities
- Description of resources that the teacher used to achieve the outcomes
- Description of findings that emerged when the teacher reflected on his or her outcomes
- Description of the next steps (action) that will be taken by the teacher as a result of his or her outcomes.

Prior to submitting the annual TDP progress report to his or her principal, the teacher will have self-assessed his or her TDP achievement using the TDP rubric (*Attachment A*). The principal then reviews the teacher's annual progress report and rates the teacher's achievement according to the same rubric. A mutually determined rating of "To a great extent" would earn the teacher 100 percent of the Classroom Site Fund Performance Pay incentive amount that has been allocated to individual performance; a rating of "To some extent" would earn the teacher 66

percent, a rating of “To a minimal extent” would earn the teacher 33 percent and a rating of “To no extent” would earn the teacher zero percent.

Beginning teachers receive TDP training during their participation in BEGIN, WESD’s three-year teacher induction program. Each BEGIN teacher’s individual achievement is measured by the District’s Director of Professional Development, according to a rubric that has been customized to reflect his or her TDP learning stage. (Please see *Attachment A*, WESD 2013-2014 Teacher Development (Individual Growth) Plan Performance Pay Rubrics, Versions #2 - 5.)

If a teacher disagrees with the TDP individual achievement rating he or she has received by his or her principal or by the Director of Professional Development, the teacher may appeal to the Assistant Superintendent for Administrative Services.

Submission Guidelines for Classroom Site Fund Pay for Performance Compensation Plan

School District: Washington Elementary School District #6

Fiscal Year: 2013-2014

- 1. Briefly summarize the district performance and school performance(s). Include evidence of your findings. Suggested evidence might include: national performance assessments, AIMS, district performance assessments, building performance assessments, classroom formative and summative assessments.**

Analyzing assessment data is a critical component of Washington Elementary School District's Continuous Improvement Plans (CIP) and Teacher Development (Individual Growth) Plans (TDP), which together comprise WESD's Classroom Site Fund Pay for Performance Compensation Plan. Both the CIP and the TDP align with WESD's Long-range Strategic Action Plan Goals. The following goals/school indicators incorporate the analysis of assessment data:

- *Goal #1, Enabling and inclusive leadership*
 - *School Indicator C, Leadership that makes purposeful use of data to make decisions and solve problems*
- *Goal #2, A productive culture*
 - *School Indicator E, A culture in which stakeholders focus on and highly value student achievement*
- *Goal #3, Focused and effective instructional practices*
 - *School Indicator F, Ongoing reflection and monitoring of programs and practices to meet the changing needs of students*
- *Goal #4, Consistent, systematic, focused, and responsive monitoring of student progress*
 - *School Indicator A, Designing and/or administering multiple curriculum-aligned assessments*
 - *School Indicator B, Collaborating among teachers and staff to analyze assessment data*
 - *School Indicator C, Utilizing an effective system for collecting and managing information on student academic progress*
 - *School Indicator D, Utilizing the data from the curriculum-aligned assessments to design and modify instructional practices*

WESD utilizes a variety of formal instruments to assess student learning, including curriculum-aligned District assessments in mathematics, reading, writing, technology, art, physical education and social studies/language arts, as well as state-mandated tests (Stanford 10, Arizona's Instrument to Measure Standard [AIMS] and the Arizona English Language Learner Assessment [AZELLA]).

Additionally, teachers use multiple classroom formative and summative assessments to measure student learning. Examples of formative assessments include informal observation of students, worksheets, homework, quizzes, student journal entries and class discussions; examples of summative assessments include student portfolios, final examinations, final projects, performance assessments and term papers.

- 2. Provide evidence of measures of academic progress included in the plan that supports the Arizona Academic Standards. Suggested evidence might include:**

summative assessments, criterion-referenced tests, performance assessments, school-wide assessments, formative and summative assessments.

All of WESD's curricular objectives, in every grade level and in every subject area, are aligned to the Arizona Academic Standards and clearly delineated in the District's curriculum guides. Guides are revised and updated as the state's academic standards are modified. Every teacher receives a copy of the current curriculum guide(s) that is (are) relevant to his or her assigned areas of instruction. Curriculum guides are also accessible via the District's Intranet:



Go

■ Academic Services

- Curriculum
- -Art Curriculum
- -ELP Standards
- -English Language Arts Standards
- -Headstart
- -Library Curriculum
- -Mathematics Standards 4-8
- -Mathematics Standards K-3
- -Music Curriculum
- -Physical Education Curriculum
- -Science Curriculum
- -Social Studies Curriculum
- -Sports
- -Technology Curriculum
- -Title VII - Native American
- -Workspace Skills Curriculum

WESD teachers are expected to develop lesson plans that align with state standards. They are to monitor their students' progress by developing and implementing informal criterion-referenced formative and summative assessments that align with the standards.

*Formal assessments, all of which align with state standards, are administered according to the timeline that follows. Teachers administer internally developed District assessments for **mathematics, reading** (phonics screener, grades K-3; individual reading inventory, grades 1-3; reading comprehension assessments, grades 3-6; Washington Reading Assessment Profile [WRAP], grades 7-8), **writing, technology, art, physical education** and **social studies/language arts**; teachers also administer an external reading assessment, the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Next, to students in grades K-6.*

2013-2014 ASSESSMENT CALENDAR

Date	Grade	Activities
Aug. 12-Oct. 4	K-2	MATH: Assess all students Math Curriculum Benchmark Quarter 1. Data due on intranet on-line application (K-2 Math Reporting/Observables) Oct. 4
Aug. 12-Aug. 30	K-2	WRITING: Assess all students using Developmental Writing Assessment. Data due on intranet on-line application (K-2 Writing Reporting) Aug. 30
Aug. 12-Sept. 23	K-8	AZELLA 3 Testing Placement: Fall window for PHLOTE students (May begin testing no earlier than July 29)
Aug. 12-Sept. 27	K-3	READING: Assess all students with Phonics Screener. Data due on intranet on-line application (Phonics Screener-Fall) Sept. 27
Aug. 12-Sept. 27	K-6	READING: Assess all students with DIBELS Next Beginning Benchmarks. Data due on internet on-line application (https://dibels.uoregon.edu/) Sept. 27
Aug. 12-Oct. 4	1-3	READING: Administer Individual Reading Inventory (IRI) to all students (Grades 1-3). Data due on intranet on-line application (Phonics Screener-Fall Window) Oct. 4
Aug. 19-22	7-8	READING: Assess all students on Pretest WRAP. WRAP scan sheets due Aug. 23
Aug. 26-29	2-8	MATH: Test all students using Common Core Survey Pretest Assessment. Math scan sheets due Aug. 30
Sept. 23-26	3-6	READING: Test all students with Form 1 Reading Comprehension Assessment. WRLA scan sheets due to Assessment Sept. 27
Sept. 30-Oct. 4	3-8	WRITING: Assess all students Writing Prompt. PARCC Draft Rubric scores recorded on scan sheets due Nov. 1
Oct. 4	K-2	MATH: Data due Math Curriculum Benchmark Quarter 1 intranet on-line application (K-2 Math Reporting/Observables) Oct. 4
Oct. 4	7-8	TECHNOLOGY: Data due 1 st Quarter intranet on-line application (Technology Reporting)
Oct. 4	7-8	ART: Data due 1 st Quarter intranet on-line application (WESD Art Reporting)
Oct. 4	K-8	END OF GRADING PERIOD (1 st Quarter)
Fall Break October 7-11		
Oct. 14-Dec. 19	K-2	MATH: Assess all students Math Curriculum Benchmark Quarter 2. Data due on intranet on-line application (K-2 Math Reporting/Observables) Dec. 19
Parent-Teacher Conferences October 16-30		
Dec. 2-Jan. 10	K-6	READING: Assess all students with DIBELS Next Middle Benchmarks. Data due on internet on-line application (https://dibels.uoregon.edu/) Jan. 10
Dec. 9-12	3-6	READING: Test all students with Form 2 Reading Comprehension Assessment. WRLA scan sheets due to Assessment Dec. 13
Dec. 16-19	7-8	READING: Assess all students on Winter WRAP. WRAP scan sheets due Dec. 20
Dec. 19	K-2	MATH: Data due Math Curriculum Benchmark Quarter 2 intranet on-line application (K-2 Math Reporting/Observables) Dec. 19
Dec. 19	7-8	TECHNOLOGY: Data due 2 nd Quarter intranet on-line application (Technology Reporting)
Dec. 19	7-8	ART: Data due 2 nd Quarter intranet on-line application (WESD Art Reporting)
Dec. 19	K-8	END OF GRADING PERIOD (2 nd Quarter)
Winter Break December 23-January 3		

2013-2014 ASSESSMENT CALENDAR

Jan. 6-24	K-3	READING: Assess all below-grade level and new students with Phonics Screener. Due on intranet on-line application (Phonics Screener-Winter) Jan. 24
Jan. 6-24	K-2	WRITING: Assess new students using Developmental Writing Assessment. Data due on intranet on-line application (K-2 Writing Reporting) Jan. 24
Jan. 6-Mar.14	K-2	MATH: Assess all students Math Curriculum Benchmark Quarter 3. Data due on intranet on-line application (K-2 Math Reporting/Observables) Mar. 14
Jan. 13-16	3-8	MATH: Test all students using Mid-Year Assessment. Math scan sheets due to Assessment Jan. 17
Jan. 6-Mar.14	1-3	READING: Administer Individual Reading Inventory (IRI) to below level students (1-3). Data due on intranet on-line application (Phonics Screener-Winter Window) Mar. 14
Feb. 10-Mar. 28	K-8	AZELLA 3 Reassessment: AZELLA Reassessment Window
Feb. 24-28	3-8	WRITING: Assess all students with Writing Prompt. PARCC Draft Rubric scores recorded on scan sheet due Mar. 14
Mar. 10-13	3-6	READING: Test all students with Form 3 Reading Comprehension Assessment. WRLA scan sheets due to Assessment Mar. 14
Mar.14	K-2	MATH: Data due Math Curriculum Benchmark Quarter 3 intranet on-line application (K-2 Math Reporting/Observables) Mar. 14
Mar. 14	7-8	TECHNOLOGY: Data due 3 rd Quarter intranet on-line application (Technology Reporting)
Mar. 14	7-8	ART: Data due 3 rd Quarter intranet on-line application (WESD Art Reporting)
Mar. 14	K-8	END OF GRADING PERIOD (3 rd Quarter)
Spring Break March 17-21		
Mar. 24-May 16	K-2	MATH: Assess all students Math Curriculum Benchmark Quarter 4. Data due on intranet on-line application (K-2 Math Reporting/Observables) May 16
Mar. 24-May 16	K-3	READING: Assess all students with Phonics Screener. Data due on intranet on-line application (Phonics Screener-Spring) May 16
Mar. 24-May 16	K-3	READING: Administer Individual Reading Inventory (IRI) to all students (K-3). Data due on intranet on-line application (Phonics Screener-Spring Window) May 16
Mar. 28	K-8	AZELLA 3 Reassessment Testing: Last day for Reassessment data entry
Apr. 7-9	2	Stanford 10: Testing Window
Apr. 7	5, 6 & 7	AIMS: Writing
Apr. 7	4 and 8	AIMS: Science
Apr. 8	3-8	AIMS: Reading and Mathematics part 1
Apr. 9	3-8	AIMS: Reading and Mathematics part 2
Apr. 10	3-8	AIMS: Reading and Mathematics part 3
Apr. 11, 14	3-8	AIMS: Make-ups

2013-2014 ASSESSMENT CALENDAR

Apr. 14-May 9	K-6	READING: Assess all students with DIBELS Next End Benchmark. Data due on internet on-line application (https://dibels.uoregon.edu/) May 9
Apr. 25	6	SOCIAL STUDIES: Assess all students using Oral Presentation Rubric. Data due on intranet on-line application (Social Studies/Language Arts Reporting) Apr. 25
Apr. 28-May 1	3-6	READING: Test all students with Form 4 Reading Comprehension Assessment. WRLA scan sheets due to Assessment May 2
Apr. 28-May 1	7-8	READING: Assess all students on Post WRAP. WRAP scan sheets due May 2
May 5	K-2	WRITING: Assess all students using Developmental Writing Assessment. Data due on intranet on-line application (K-2 Writing Reporting) May 5
May 5-8	2-8	MATH: Test all students using Common Core Survey Post Test Assessment. Math scan sheets due to Assessment May 9
May 5-8	7-8	MATH: Test Algebra and Geometry students with GUHSD final test. Math scan sheets due to Assessment May 9
May 14	K-8	AZELLA 3 Placement Testing: No AZELLA testing after May 14
May 16	K-2	MATH: Data due Math Curriculum Benchmark Quarter 4 intranet on-line application K-2 Math Reporting/Observables) May 16
May 16	2 and 4	ART: Data due on intranet on-line application (Arts Reporting)
May 16	K-6	TECHNOLOGY: Data due on intranet on-line application (Technology Reporting)
May 16	3-8	PE: Fitnessgram records completed
May 16	7-8	TECHNOLOGY: Data due 4 th Quarter intranet on-line application (Technology Reporting)
May 16	7-8	ART: Data due 4 th Quarter intranet on-line application (WESD Art Reporting)
May 23	K-8	AZELLA 3 Placement Testing: Last day for Placement data entry
May 28	K-8	END OF GRADING PERIOD (4 th Quarter)

3. Are there any other measures of academic progress used within the Pay for Performance Plan? For example: report cards, progress reports, formative and summative assessments.

As indicated in #1, above, the assessment of student progress is integral to attaining WESD's Long-range Strategic Action Plan Goals; those goals are the foundation upon which the District's Classroom Site Fund Pay for Performance Compensation Plan has been developed. In addition to analyzing the results of standardized, norm-referenced state- and District-mandated assessments, teachers measure and monitor their students' progress through a variety of techniques including the following:

- Anecdotal records or checklists based on formal or informal observations of students
- Student portfolios
- Performance assessments
- Informal progress reports (both verbal and written)
- Report cards

- Informal discussions with students/verbal questioning of students
- Teacher-developed formative and summative quizzes/tests

4. Briefly discuss dropout and/or graduation rates if they are used in the district performance plan. If they are not used, provide a rationale as to why they are not.

Because Washington Elementary School District is a K-8 district, and because students do not "graduate" from eighth grade, dropout and/or graduation rates are not applicable to the District's performance plan.

5. Briefly discuss attendance rates within the district/school if they are used in the district performance plan. If they are not used, provide a rationale as to why they are not. The intent of this element is student attendance rates NOT teacher attendance rates.

Student attendance rates, recognized by WESD as being critical in several respects, are integrated into the District's Classroom Site Fund Pay for Performance Compensation Plan. Teachers are keenly aware of state statutory regulations regarding student attendance, as well as the direct correlation, confirmed by research, between student attendance and student achievement. Teachers and school administrators are vigilant in monitoring student attendance, and their efforts are supported by WESD's District-wide truancy intervention and enforcement plan. The District's truancy plan delineates four levels of truancy discipline, and it has established a Truancy Enforcement Unit (TEU) to intervene upon a student's fifth unexcused absence or tenth unexcused tardy. TEU members respond to truancy referrals from schools, coordinate the flow of information and documentation, communicate with and provide assistance to parents/guardians and students, monitor the attendance of identified truants, serve as truancy hearing officers and solicit the cooperation of community resources to effectively address truancy issues. WESD's truancy enforcement plan lessens the time that school personnel must dedicate to truancy matters while offering students opportunities to achieve educational success.

Additionally, teachers and administrators take proactive measures to minimize student absenteeism, including educating students and parents regarding the importance of school attendance, maintaining frequent, open communication with parents, encouraging meaningful parent involvement in the educational process, and modeling and recognizing excellent attendance.

WESD's 2011-2012 and 2012-2013 school attendance rates are indicated below. In comparison to the prior school year, 2012-2013 attendance rates increased at 9.4 percent of schools, remained stable at 6.2 percent of schools and declined at 84.4 percent of schools; the District-wide attendance rate decreased by 0.5 percent.

SCHOOL	SCHOOL-WIDE STUDENT ATTENDANCE RATE %		%Δ
	2011-2012	2012-2013	
Acacia	95.0	94.9	-0.1
Alta Vista	95.5	94.9	-0.6
Arroyo	94.9	94.5	-0.4
Cactus Wren	94.3	94.3	0.0
Chaparral	95.6	95.1	-0.5
Cholla	93.7	93.7	0.0
Desert Foothills	94.9	94.2	-0.7
Desert View	95.4	95.3	-0.1
Ironwood	95.7	95.3	-0.4
John Jacobs	95.7	95.5	-0.2
Lakeview	94.7	94.1	-0.6

Lookout Mountain	96.3	95.4	-0.9
Manzanita	95.5	95.0	-0.5
Maryland	94.0	93.4	-0.6
Moon Mountain	95.1	94.7	-0.4
Mountain Sky	95.0	94.8	-0.2
Mountain View	94.8	94.2	-0.6
Ocotillo	95.7	94.8	-0.9
Orangewood	94.4	93.5	-0.9
Palo Verde	94.4	94.2	-0.2
Richard E. Miller	94.8	93.7	-1.1
Roadrunner	95.1	95.0	-0.1
Royal Palm	94.2	94.4	0.2
Sahuaro	95.7	95.3	-0.4
Shaw Butte	95.6	94.7	-0.9
Sunburst	95.2	95.4	0.2
Sweetwater	93.2	92.9	-0.3
Sunnyslope	95.6	94.6	-1.0
Sunset	95.8	94.9	-0.9
Tumbleweed	95.7	95.8	0.1
Abraham Lincoln	96.7	96.6	-0.1
Washington	94.8	94.5	-0.3
TOTAL DISTRICT	95.1	94.6	-0.5

6. Does the district plan include rates of school quality by parents? Suggested evidence would be district or school-wide parent surveys and a plan for survey analysis. If they are not used, provide a rationale as to why they are not.

Washington Elementary School District seeks parental input regarding the rate of school quality by distributing an annual District-wide Parent Satisfaction Survey. Survey results, by school, are compiled and distributed to each site for analysis. The spring 2013 survey solicited parent perspectives on six dimensions. Survey participants were asked to respond to each of the following statements with one of five options: "strongly agree," "agree," "disagree," "strongly disagree," "don't know."

- **Academic Preparation – District-wide, 88% of parent responses were positive.**
 - *My child is being prepared to do well in the next grade level.*
 - *My child is receiving effective instruction for his or her abilities.*
 - *Teachers set high expectations for my child's learning.*
 - *The feedback teachers provide on homework helps my child to learn.*
 - *The feedback teachers provide on tests and quizzes helps my child to learn.*
 - *Teachers give me useful information about how to help my child do well in school.*
 - *Classroom activities keep my child interested in learning.*
 - *I make sure my child does his or her homework every night.*
- **Student Support – District-wide, 82% of parent responses were positive.**
 - *There is a teacher, counselor or other staff member at school to whom my child can go for help with a school problem.*
 - *There is a teacher, counselor or other staff member at school to whom my child can go for help with a concern.*
 - *Students at my child's school are treated fairly.*
 - *My child takes an interest in the activities after school.*
 - *My child is excited to go to school.*

- **School Leadership – District-wide, 78% of parent responses were positive.**
 - The principal makes decisions that are in the best interest of the students.
 - The principal is available to talk to me.
 - The principal is courteous and listens to my concerns.
 - The principal responds to my concerns in a professional manner, whether or not he or she agrees with my view.
- **Parent Engagement – District-wide, 90% of parent responses were positive.**
 - I feel welcome in my child's school.
 - I am kept informed about my child's grades.
 - I am kept informed about my child's behavior.
 - I am kept informed about what my child is learning in school.
 - I am kept informed about activities like after-school programs, student performances, parent workshops and other events.
 - My child's teachers are available to discuss my child's learning needs with me.
 - I am satisfied with the opportunities for me to be involved in my child's school.
- **Safety and Behavior – District-wide, 75% of parent responses were positive.**
 - My child is safe at school.
 - Discipline is enforced fairly at my child's school.
 - Teachers and students respect one another at this school.
 - Students do not threaten or bully each other at this school.
 - My child is safe when riding the school bus.
- **School Operations – District-wide, 82% of parent responses were positive.**
 - My child was provided the materials needed for classes.
 - Students have access to computers and the Internet at school for learning purposes.
 - Healthy food is served in the cafeteria.
 - My child gets enough to eat at school.
 - The price of a school lunch is fair.
 - My child's school is clean.
 - My child's school is well maintained.
 - My child's school bus is on time most days.

To ascertain parents' overall perception of education quality in WESD, they were asked to respond to the following question, "What grade [A-F] would you give your child's school for how well it is educating your child?" **District-wide, 82% of parent respondents rated their school with an A or a B.**

The measure of school quality by parents may be an indicator in Continuous Improvement Plans (CIPs) and Teacher Development (Individual Growth) Plans (TDPs), which together comprise WESD's Classroom Site Fund Pay for Performance Compensation Plan. Both the CIP and the TDP align with WESD's Long-range Strategic Action Plan Goals. The following goals/school indicators incorporate parents' rating of school quality:

- **Goal #1, Enabling and inclusive leadership**
 - School Indicator D, Leadership that provides direction through collaborative planning and shared decision-making
 - School Indicator E, Leadership that promotes effective communication
- **Goal #2, A productive culture**
 - School Indicator A, A culture in which staff, students and parents understand what is expected of them to advance the goals of the school/district
 - School Indicator B, A culture in which the school community collaborates to advance the goals of the school/district
 - School Indicator C, A culture in which staff, students and parents are accountable for behaviors that contribute to the goals of the school/district
 - School Indicator D, A culture in which staff, students and parents respect others, resolve conflicts and model effective social skills
- **Goal #4, Consistent, systematic, focused and responsive monitoring of student progress**
 - School Indicator E, Providing high-quality feedback to students and stakeholders in a timely manner

- Goal #6, A safe and inviting environment
 - School Indicator C, Stakeholder involvement in the development and implementation of safety, crisis and prevention plans
- Goal #7, Meaningful parental involvement
 - School Indicator A, Ongoing and effective communication
 - School Indicator B, Programs and practices designed to invite and welcome parents into the school
 - School Indicator C, Providing a variety of opportunities for parents to be involved in the educational process
 - School Indicator D, Providing the opportunity for parents to be involved in the decision-making processes of the school

7. Does the district plan include rates of school quality by students? Suggested evidence would be district or school-wide student surveys and a plan for survey analysis. If they are not used, provide a rationale as to why they are not.

A District-wide student survey was conducted in Washington Elementary School District during the spring of 2013. Students in grades 3-8, at every school, were encouraged to participate.

Students' overall levels of engagement were measured according to their responses to the following statements. Response options were "strongly agree," "agree," "neither agree nor disagree," "disagree" and "strongly disagree."

- *I am proud to go to this school.*
- *I have good friends at school.*
- *I feel safe at school.*
- *I feel that my schoolwork is important.*
- *I am praised for doing good work at school.*
- *I am interested in what I am learning in school.*
- *My teachers believe that I can do well in school.*
- *I try to do my best in school every day.*

District-wide, 94% of student survey participants were reported to be either "highly engaged" or "engaged."

*Students' overall levels of satisfaction were measured according to their responses to the question, "Overall, how satisfied are you with your experience at school this year?" Response options were "very satisfied," "satisfied," "dissatisfied," and "very dissatisfied." **District-wide, 93% of student survey participants were reported to be either "very satisfied" or "satisfied."***

The measure of school quality by students may be an indicator in Continuous Improvement Plans (CIPs) and Teacher Development (Individual Growth) Plans (TDPs), which together comprise WESD's Classroom Site Fund Pay for Performance Compensation Plan. Both the CIP and the TDP align with WESD's Long-range Strategic Action Plan Goals. The following goals/school indicators incorporate students' rating of school quality:

- Goal #1, A productive culture
 - School Indicator A, A culture in which staff, students and parents understand what is expected of them to advance the goals of the school/district
 - School Indicator B, A culture in which the school community collaborates to advance the goals of the school/district
 - School Indicator C, A culture in which staff, students and parents are accountable for behaviors that contribute to the goals of the school/district

- School Indicator D, A culture in which staff, students and parents respect others, resolve conflicts and model effective social skills
- School Indicator F, A culture in which staff is committed to the education of all students
- Goal #3, Focused and effective instructional practices
 - School Indicator B, Planning and designing instruction based on the needs of all students
 - School Indicator E, Organizing students, programs, procedures and materials for maximum use of instructional time
 - School Indicator F, Ongoing reflection and monitoring of programs and practices to meet the changing needs of students
- Goal #4, Consistent, systematic, focused, and responsive monitoring of student progress
 - School Indicator E, Providing high-quality feedback to students and stakeholders in a timely manner
- Goal #6, A safe and inviting environment
 - School Indicator A, Facilities that support a safe and orderly environment conducive to student learning
 - School Indicator B, A school-wide discipline plan and/or procedures that support student learning

8. In the development of the plan, were teachers and administrators included in the process? If so, provide a brief summary of their role.

The components of the proposed 2013-2014 Classroom Site Fund Pay for Performance Compensation Plan were originally developed in the fall of 2007 by the Performance Pay Committee, a representative group of WESD teachers and administrators. They concurred that the plan should include both

- Documented and validated progress toward the school's collaboratively developed Continuous Improvement Plan objectives (Part I), and
- Documented and validated progress toward the Teacher Development (Individual Growth) Plan objectives (Part II)

A proposal regarding the distribution of funds between Part I (80 percent of available funds) and Part II (20 percent of available funds) was developed by the District's Interest-Based Negotiation (IBN) Team and approved by the Governing Board for initial implementation during the 2008-2009 school year. The IBN Team is comprised of employees from every employee group: certified, classified and administrator; moreover, members include representatives from both of WESD's employee associations as well as unaffiliated employees. The same fund distribution was subsequently recommended and approved for 2009-2010, 2010-2011, 2011-2012 and 2012-2013.

In November 2013, members of the WESD Teacher Performance Pay Committee, now an ad hoc committee of the IBN team, reviewed the District's 2012-2013 Teacher Performance Pay Plan and considered possible modifications for 2013-2014. Both employee organizations were represented on the committee, which included teachers, principals and District administrators. The group decided to recommend that no changes be made to the current plan. This recommendation will be presented to the Governing Board on December 12, 2013; if approved, 80 percent of available Pay for Performance funds will be allocated to the Continuous Improvement Plan goals, and 20 percent will be allocated to Teacher Development Plan progress.

A site's Continuous Improvement Plan is developed and implemented based on input from teachers and site administrators, as well as support staff, students, parents and community members. The school's Site Council plays a key role in this regard; the District's Site Council Handbook Template lists "Implement School

[Continuous] Improvement Plan" as one of the Site Council responsibilities and procedures, and it goes on to include the following details:

- **Facilitate the development of long-range objectives, goals and implementation of the School [Continuous] Improvement Plan**
 - *The principal, teachers, parents, classified staff and community members will be included in the school [continuous] improvement process*
 - *Develop a comprehensive needs assessment*
 - *Use scientific-based research*
 - *Focus on increasing student achievement*
 - *Develop a plan for professional development to promote increased student achievement*
- **Develop an annual review and update process**

Site councils make decisions by consensus, and each Site Council's handbook defines their agreed-upon definition of consensus.

As the precursor of the current Teacher Development Plan (TDP), WESD's Teacher Supervisory Process was originally developed by a team of teachers and administrators via a consensus-building process. Each teacher's TDP is developed by that teacher based on the results of his or her reflective self-assessment. The site administrator reviews the plan and provides input to ensure that it meets the parameters of the Teacher Development Plan process.

9. Was the approval of the plan based on an affirmative vote of at least 70% of the teachers eligible to participate in the performance plan? If so, provide evidence of this. If not, provide a rationale as to why this was not included.

Upon recommendation of the plan by WESD's Pay for Performance Committee, details regarding the District's proposed 2013-2014 Classroom Site Fund Pay for Performance Plan were shared with WESD principals; between November 20, 2013 and November 27, 2013, each principal shared the plan information with his or her certified staff. At that time, teachers signed an affidavit (Attachment C) to indicate their concurrence with the plan elements. If teachers did not concur, they were asked to provide feedback (Attachment D). Principals submitted the results to the Assistant Superintendent for Administrative Services, who tallied the percentage of teachers who responded affirmatively to the plan. Over ninety-nine percent of WESD teachers had indicated their approval of the proposed 2013-2014 plan.

10. Summarize the appeals process for teachers who have been denied performance based compensation. If there is not an appeals process, provide a rationale as to why there is not one.

Each site's Continuous Improvement Plan is peer-reviewed on an annual basis to ensure that the plan meets established standards. If standards are met, the site's employees who are eligible for Classroom Site Fund Performance Pay will earn the incentive amount. If standards are not met, the Continuous Improvement Review Team meets with the site administrator(s) to discuss their concerns. The site administrator collaborates with teachers and other stakeholders to remedy deficiencies and make appropriate plan adjustments; then the revised plan is submitted for reevaluation.

If teachers at a site feel that their plan has been unjustly rejected, they have the opportunity to appeal to the Assistant Superintendent for Administrative Services. If they are dissatisfied with the outcome of that petition, they may appeal to the Superintendent.

A comparable appeals process exists if a teacher feels that he or she has been unjustly denied the portion of Classroom Site Fund Pay for Performance Compensation that correlates with the District's Teacher Development (Individual Growth) Plan. Site administrators review veteran teachers' Individual Growth Plans and Yearly Progress Reports to ensure that they meet established standards; the Director of Professional Development reviews the progress documentation for teachers who participate in the District's three-year BEGIN program for beginning teachers. If a teacher's plan/report is deficient, he or she is afforded the opportunity to make revisions and to resubmit the paperwork to the appropriate administrator. If the teacher remains displeased with the administrator's reevaluation, he or she may appeal to the Assistant Superintendent for Administrative Services; if that outcome does not prove satisfactory to the teacher, he or she may then appeal to the Superintendent.

11. Does the district plan include a method to evaluate its effectiveness? If so, provide details of it. If not, provide a rationale as to why there is not an evaluation of the district plan.

Both parts of WESD's plan include an evaluation component, the ultimate purpose of which is to determine if student achievement is being positively impacted. In Part I, each site's Continuous Improvement Plan and CIP Progress Report is reviewed and evaluated by a Continuous Improvement Review Team each spring. The review team is comprised of two teachers, one Site Council member, and one Planning and Steering Council member, all of whom originate from a District region other than the one in which the particular site is located. The site's plan and report are evaluated based on the standards indicated below. Research has demonstrated that these standards are essential if a Continuous Improvement Plan is to have the desired effect of enhancing student achievement.

- The objectives are to meet established criteria:
 - Specific, concrete and understandable
 - Attainable in a reasonable time frame
 - Measurable
- The plan is to include the required components:
 - Knowledge-building
 - Must describe activities that involve gathering information
 - Must include examples related to effective practices and programs
 - Implementation
 - Must describe activities that involve systematically implementing the desired program or practice
 - Must include gathering feedback and adjusting as deemed necessary
 - Evaluation
 - Must describe activities that will evaluate the outcomes of the plan in relation to identified data sources
- The plan is to identify
 - Timelines
 - Parties responsible for each activity
 - Budget needs and related resources for each activity
- The site's Professional Learning Community Plan must support its Continuous Improvement Plan.

The evaluation component of Part II of WESD's plan, the Teacher Development Plan, requires that the teacher submit a copy of his or her TDP, as well as his or her Yearly Progress Report, to the site administrator(s) each spring. The administrator(s) evaluates the plan to determine if it meets the following requirements:

- reflective of scientifically research-based practices in teaching and learning
- aligned with InTASC Standards
- intended to have a measurable impact on student learning

The site administrator also reviews the teacher's progress report to examine the professional growth activities in which the teacher participated, the outcomes that he or she achieved as a result of the activities, the resources that he or she used to achieve the stated results or outcomes, the teacher's findings that emerged, and the next steps that the teacher is anticipating with regard to his or her plan. The site administrator evaluates the teacher's progress and accomplishments relative to the terms of his or her Teacher Development Plan to ensure that the plan is being followed, that the intended behavioral focus is being pursued and that the results are having a measurable impact on student learning.

12. Provide a summary of the professional development programs that are aligned with the elements of the district performance based compensation system.

A site's Continuous Improvement Plan is customized to meet the needs of the particular school with regard to WESD's Long-range Strategic Action Plan Goals; a teacher's Teacher Development (Individual Growth) Plan is customized to meet his or her particular needs with regard to the same goals. Therefore, a broad spectrum of professional development programs are incorporated into these plans throughout the District.

Examples of professional development programs that are aligned with Continuous Improvement Plans include the following:

- Training (Includes in-school training; in-District training; training delivered by District staff; training delivered by consultants; training conducted during workshops, seminars, and conferences outside of District)
 - Math strategies training
 - Singapore math training
 - Reading strategies training, e.g., centers, word walls
 - SEI instructional strategies training
 - Curriculum mapping training
 - Special education inclusion strategies training
 - Thinking Maps training
 - Six-Traits training
 - Rosetta Stone training
 - Read 180 training
 - Accelerated Reader training
 - Training in student engagement strategies of note-taking, summarizing, non-linguistic representation
 - Peer mediation training
 - Small-group instruction training
 - Intervention strategies training (math and reading)
 - Training in strategies that target needs of diverse populations
 - Training in analyzing and utilizing assessment data to effectively focus, drive, and differentiate instruction
 - Trophies program training
 - Technology integration training
 - Rubric writing training
 - Olweus staff training
 - Character Counts training
 - Cooperative learning
 - Cognitive coaching
 - Literacy coaching
 - Win-win training

- Collaborative implementation of research-based strategies
 - Reformatting core reading and math unit tests into AIMS format
 - Instructional team meetings to plan differentiation strategies: graphic organizers, peer mentors, interest centers, tiered learning assignments, etc.
 - Designing formative assessments
 - Grade level meetings to discuss assessment data and instructional delivery
 - Creating math pacing guides and blueprints
 - Brainstorming with parents on how to set up learning environments that are conducive to student learning
 - Instituting a Family Reading Take-Home program
 - Implementing school-wide tutoring program
 - Conducting a Curriculum Night for families
 - Conducting Family Literacy Evenings
 - Creating curriculum maps that align with state standards
 - Writing SMART goals for language arts and math
- Book studies
 - What Works in Schools (Marzano)
 - Classroom Instruction that Works (Marzano)
 - School Leadership that Works (Marzano)
 - Do I Really Have to Teach Reading? (Tovani)
 - Powerful Designs for Professional Learning (edited by Lois Brown Easton) – DISTRIBUTED TO PRINCIPALS AS RESOURCE GUIDE
- Data analysis
 - Benchmark determination; analyzing student data against a benchmark
 - Analysis of disaggregated data (District and state assessments)
 - Use of formative progress monitoring math assessments
 - Analysis of reading assessment data on regular basis using DIBELS

Examples of job-embedded professional development activities that are aligned with Teacher Development (Individual Growth) Plans include the following:

- Reading professional literature pertaining to the topic
- Observing exemplary teachers
- Attending workshops, trainings pertaining to the topic
- Surveying students, parents
- Taking courses pertaining to the topic
- Participating in discussion/study groups with colleagues
- Analyzing and summarizing student assessment data
- Maintaining a reflective journal
- Serving on a curriculum committee
- Presenting at a workshop
- Participating in peer coaching
- Implementing research-based instructional strategies
- Adopting a research-based classroom management technique
- Preparing lesson plans that reflect differentiation strategies
- Developing assessments that align with state academic standards
- Whisper coaching
- Classroom modeling
- Data dialogues
- Curriculum mapping
- Lesson study

13. Provide documentation to show how classroom site fund dollars are allocated.

Please refer to Attachment D for spreadsheet documentation that reflects how Classroom Site Fund dollars are allocated.

In Washington Elementary School District, Proposition 301 (Classroom Site) Funds 011 (20%) and 013 (40%) are used to provide teacher salary increases. The District's Finance department determines how much to allocate to each teacher's salary by (1) determining the amount of 301 Funds that will be carried forward from the prior year and combining that with the 301 revenue that is projected to be received in the current year; (2) determining the total applicable M&O teacher positions (teachers funded via Desegregation funds, K-3 Override funds and grant funds are excluded) and calculating how much of those teachers' salary can be supported by funds 011 and 013 while ensuring that it is not a higher percentages than what was provided in the base year, as that would result in possible supplanting issues. For vacant teacher positions, an average salary amount is utilized in performing the aforementioned calculations.

In determining the amount of performance pay to allocate per teacher, a similar process is implemented. Total available 012 funds are calculated and divided by the total applicable teaching positions. In this case all teaching positions are accounted for, since the compensation is performance-related and does not affect a position's base salary. The resulting figure is the amount available to pay each applicable teacher who has met his or her established performance goals.

14. Explain how the performance plan is tied directly to the classroom performance of individual teachers.

Individual teachers' classroom performance is an integral part of the implementation and evaluation phases of both Part I (Continuous Improvement Plan) and Part II (Teacher Development [Individual Growth] Plan) of WESD's Classroom Site Fund Pay for Performance Compensation Plan. Measures of a teacher's classroom performance serve as sources of evidence that the desired teacher behaviors and instructional practices, based on the District's Long-range Strategic Action Plan Goals and aligned with InTASC Standards, have been integrated by that individual. Examples include the following:

- Lesson plans
- Curriculum maps
- Student handouts
- Communication with parents (copy of written; log of verbal)
- Copy of classroom rules/procedures
- Photographs of classroom
- Results of student, parent surveys
- Rubrics
- Student observation notes
- Seating charts
- Student products
- Videotape of teaching
- Teacher-developed instructional materials
- Teacher-developed formative and summative assessments
- Student report cards
- Student progress narratives
- Student profiles
- Student and teacher journal entries
- Records of student disciplinary actions

2013-2014 Teacher Development (Individual Growth) Plan Performance Pay Rubrics

Notes:

- Allotted Teacher Development (Individual Growth) Plan performance pay per teacher is 20% of the total allocated performance pay monies per eligible employee.
- TDP = Teacher Development Plan
- TEP = Teacher Evaluation Process

Teacher Performance Pay 2013-2014 Rubric

Teacher Name _____

Date _____

School _____

VERSION #1: THIS RUBRIC APPLIES TO ANY CONTINUING WESD TEACHER WHOSE GROWTH PLAN HAS BEEN APPROVED BUT HAS NOT BEEN COMPLETED AS OF MAY 29, 2014 OR CONTINUING TEACHERS WHO WILL HAVE COMPLETED THEIR TDP BY MAY 29, 2014.

Please circle the box that indicates your progress in the Teacher Evaluation Process.

To a great extent (4) 100% of allotted Performance Pay	To some extent (3) 66% of allotted Performance Pay	To a minimal extent (2) 33% of allotted Performance Pay	To no extent (1) 0% of allotted Performance Pay
The teacher has completed and submitted a TEP Yearly Progress Report to his/her principal by the stipulated due date. Information pertaining to professional growth activities, including resources and results/outcomes, substantiates that the teacher has achieved maximum behavioral development ("to a great extent" rating) for the given Standard and Behavior/s, as indicated on the Teacher Evaluation Rubric.	The teacher has completed and submitted a TEP Yearly Progress Report to his/her principal by the stipulated due date. Information pertaining to professional growth activities, including resources and results/outcomes, aligns with the plan objective and is of sufficient detail and clarity to validate consistent progress toward achievement of the Standard and Behavior/s. Reflections are insightful, and description of "next step" focuses on a logical sequence of action.	The teacher has completed and submitted a TEP Yearly Progress Report to his/her principal by the stipulated due date; however, report reflects minimal progress toward established objective. Information pertaining to professional growth activities on the plan, including resources and results/outcomes, is lacking in substance, detail, clarity, and/or alignment with the objective. Reflections lack evidence of significant critical thinking and/or insight. Description of "next step" neglects to identify a logical sequence of action.	Teacher has neglected to complete any activities on the Teacher Development Plan and has not submitted a TEP Yearly Progress Report to his/her principal by the stipulated due date.

Please attach your Teacher Development Plan and TEP Yearly Progress Report to this rubric.

Teacher Signature: _____

Principal and/or Designee
Indicates Approval

Comments:

Teacher Performance Pay 2013-2014 Rubric

Teacher Name _____

Date _____

School _____

VERSION #2: THIS RUBRIC APPLIES TO 2013-2014 WESD BEGIN III TEACHERS AND TO VETERAN TEACHERS WHO ARE NEW TO WESD IN 2013-2014.

Please circle the box that indicates your progress in the Teacher Evaluation Process.

To a great extent (4) 100% of allotted Performance Pay	To some extent (3) 66% of allotted Performance Pay	To a minimal extent (2) 33% of allotted Performance Pay	To no extent (1) 0% of allotted Performance Pay
The teacher has completed and submitted a TEP Yearly Progress Report to his/her principal by the stipulated due date. Teacher has completed and submitted a Teacher Development Plan to his/her principal by the stipulated due date. Plan meets established criteria in all regards: objective aligns with Standards and Behaviors; task analysis is clear, comprehensive, and sequential; activities listed under a given phase correspond to that phase, and they are clear, adequate, and realistic; stated timelines are manageable and productive; evidence listed will substantiate performance of the given activity.	The teacher has completed and submitted a TEP Yearly Progress Report to his/her principal by the stipulated due date. Teacher has completed and submitted a Teacher Development Plan to his/her principal by the stipulated due date; however, plan is lacking in <u>one or more</u> areas (e.g., objective does not align with Standards and Behaviors; task analysis is vague, incomplete, or non-sequential; activities listed under Knowledge Building, Implementation, or Evaluation do not correspond to the given phase, are unclear, inadequate, and/or are unrealistic; stated timelines are unmanageable or unproductive; evidence listed will not substantiate performance of the given activity).	The teacher has completed and submitted a TEP Yearly Progress Report to his/her principal by the stipulated due date. Teacher has neglected to complete and submit a Teacher Development Plan to his/her principal by the stipulated due date; however, he/she has provided evidence of having completed <u>all</u> of the preliminary process steps: (1) Teacher has learned the Domains, Standards and Behaviors; (2) Teacher has collected evidence and data; (3) Teacher has self-assessed using the Teacher Evaluation Rubric; (4) Teacher has completed the Standard Prioritization Worksheet.	Teacher has neglected to complete and submit a Teacher Development Plan and a completed TEP Yearly Progress Report to his/her principal by the stipulated due date. Teacher has neglected to complete <u>all</u> of the preliminary process steps.

Please attach your Teacher Development Plan and TEP Yearly Progress Report plan to rubric.

Teacher Signature: _____

Principal and/or Designee
Indicates Approval

Comments:

Teacher Performance Pay 2013-2014 Rubric

Teacher Name _____

Date _____

School _____

VERSION #3: THIS RUBRIC APPLIES TO 2013-2014 WESD BEGIN I TEACHERS.

Please circle the box that indicates your progress in the Teacher Evaluation Process.

To a great extent (4) 100% of allotted Performance Pay	To some extent (3) 66% of allotted Performance Pay	To a minimal extent (2) 33% of allotted Performance Pay	To no extent (1) 0% of allotted Performance Pay
<p>The teacher has completed and submitted a TSP Yearly Progress Report to his/her principal by the stipulated due date. Teacher has successfully completed all of the following five tasks:</p> <ul style="list-style-type: none"> • Collect evidence pertaining to TEP Standard 1. • Collect evidence pertaining to TEP Standard 2. • Collect evidence pertaining to TEP Standard 3. • Collect evidence pertaining to TEP Standard 10. • Self-assess with regard to TEP Standards 1, 2, 3, and 10 using the Teacher Evaluation Rubrics. 	<p>The teacher has completed and submitted a TEP Yearly Progress Report to his/her principal by the stipulated due date. Teacher has successfully completed four of the following five tasks:</p> <ul style="list-style-type: none"> • Collect evidence pertaining to TEP Standard 1. • Collect evidence pertaining to TEP Standard 2. • Collect evidence pertaining to TEP Standard 3. • Collect evidence pertaining to TEP Standard 10. • Self-assess with regard to TEP Standards 1, 2, 3, and 10 using the Teacher Evaluation Rubrics. 	<p>The teacher has completed and submitted a TEP Yearly Progress Report to his/her principal by the stipulated due date. Teacher has successfully completed only two or three of the following five tasks:</p> <ul style="list-style-type: none"> • Collect evidence pertaining to TEP Standard 1. • Collect evidence pertaining to TEP Standard 2. • Collect evidence pertaining to TEP Standard 3. • Collect evidence pertaining to TEP Standard 10. • Self-assess with regard to TEP Standards 1, 2, 3, and 10 using the Teacher Evaluation Rubrics. 	<p>Teacher has neglected to complete and submit a completed TEP Yearly Progress Report to his/her principal by the stipulated due date. Teacher has completed one or none of the following five tasks:</p> <ul style="list-style-type: none"> • Collect evidence pertaining to TEP Standard 1. • Collect evidence pertaining to TEP Standard 2. • Collect evidence pertaining to TEP Standard 3. • Collect evidence pertaining to TEP Standard 10. • Self-assess with regard to TEP Standards 1, 2, 3, and 10 using the Teacher Evaluation Rubrics.

Please attach your TEP Yearly Progress to rubric.

Teacher Signature: _____

Principal and/or Designee
Indicates Approval

Comments:

Teacher Performance Pay 2013-2014 Rubric

Teacher Name _____

School _____

Date _____

VERSION #4: THIS RUBRIC APPLIES TO 2013-2014 WESD BEGIN II TEACHERS.

Please circle the box that indicates your progress in the Teacher Evaluation Process.

To a great extent (4) 100% of allotted Performance Pay	To some extent (3) 66% of allotted Performance Pay	To a minimal extent (2) 33% of allotted Performance Pay	To no extent (1) 0% of allotted Performance Pay
<p>The teacher has completed and submitted a TEP Yearly Progress Report to his/her principal by the stipulated due date. Teacher has successfully completed all of the following seven tasks:</p> <ul style="list-style-type: none"> • Collect evidence pertaining to TEP Standard 4. • Collect evidence pertaining to TEP Standard 5. • Collect evidence pertaining to TEP Standard 6 • Collect evidence pertaining to TEP Standard 7 • Collect evidence pertaining to TEP Standard 8 • Collect evidence pertaining to TEP Standard 10. • Self-assess with regard to TEP Standards 4-8 and 10 using the Teacher Evaluation Rubric. 	<p>The teacher has completed and submitted a TEP Yearly Progress Report to his/her principal by the stipulated due date. Teacher has only completed five to six of the following seven tasks:</p> <ul style="list-style-type: none"> • Collect evidence pertaining to TEP Standard 4. • Collect evidence pertaining to TEP Standard 5. • Collect evidence pertaining to TEP Standard 6 • Collect evidence pertaining to TEP Standard 7 • Collect evidence pertaining to TEP Standard 8 • Collect evidence pertaining to TEP Standard 10. • Self-assess with regard to TEP Standards 4-8 and 10 using the Teacher Evaluation Rubric. 	<p>The teacher has completed and submitted a TEP Yearly Progress Report to his/her principal by the stipulated due date. Teacher has completed only three to four of the following seven tasks:</p> <ul style="list-style-type: none"> • Collect evidence pertaining to TEP Standard 4. • Collect evidence pertaining to TEP Standard 5. • Collect evidence pertaining to TEP Standard 6 • Collect evidence pertaining to TEP Standard 7 • Collect evidence pertaining to TEP Standard 8 • Collect evidence pertaining to TEP Standard 10. • Self-assess with regard to TEP Standards 4-8 and 10 using the Teacher Evaluation Rubric. 	<p>Teacher has neglected to complete and submit a completed TEP Yearly Progress Report to his/her principal by the stipulated due date. Teacher has completed two to none of the following seven tasks:</p> <ul style="list-style-type: none"> • Collect evidence pertaining to TEP Standard 4. • Collect evidence pertaining to TEP Standard 5. • Collect evidence pertaining to TEP Standard 6 • Collect evidence pertaining to TEP Standard 7 • Collect evidence pertaining to TEP Standard 8 • Collect evidence pertaining to TEP Standard 10. • Self-assess with regard to TEP Standards 4-8 and 10 using the Teacher Evaluation Rubric.

Please attach your TEP Yearly Progress Report to rubric.

Teacher Signature: _____
Comments:

Principal and/or Designee
Indicates Approval

Teacher Performance Pay 2013-2014 Rubric

Teacher Name _____

School _____

Date _____

VERSION #5: THIS RUBRIC APPLIES TO 2013-2014 WESD BEGIN Support TEACHERS.

Please circle the box that indicates your progress in the Teacher Evaluation Process.

To a great extent (4) 100% of allotted Performance Pay	To some extent (3) 66% of allotted Performance Pay	To a minimal extent (2) 33% of allotted Performance Pay	To no extent (1) 0% of allotted Performance Pay
<p>The teacher has completed and submitted a TEP Yearly Progress Report to his/her principal by the stipulated due date. Teacher has successfully completed all of the following tasks:</p> <ul style="list-style-type: none"> • Collect evidence pertaining to TEP Standards 3 and 10 • Self-assess with regard to TEP Standards 3 and 10 using the Teacher Evaluation Rubric. • Discuss with Mentor the types of evidence collected and what future evidence could be added. 	<p>The teacher has completed and submitted a TEP Yearly Progress Report to his/her principal by the stipulated due date. Teacher has successfully completed two of the following tasks:</p> <ul style="list-style-type: none"> • Collect evidence pertaining to TEP Standards 3 and 10 • Self-assess with regard to TEP Standards 3 and 10 using the Teacher Evaluation Rubric. • Discuss with Mentor the types of evidence collected and what future evidence could be added. 	<p>The teacher has completed and submitted a TEP Yearly Progress Report to his/her principal by the stipulated due date. Teacher has successfully completed only one of the following tasks:</p> <ul style="list-style-type: none"> • Collect evidence pertaining to TEP Standards 3 and 10 • Self-assess with regard to TEP Standards 3 and 10 using the Teacher Evaluation Rubric. • Discuss with Mentor the types of evidence collected and what future evidence could be added. 	<p>Teacher has neglected to complete and submit a completed TEP Yearly Progress Report to his/her principal by the stipulated due date. Teacher has not successfully completed any of the following tasks:</p> <ul style="list-style-type: none"> • Collect evidence pertaining to TEP Standards 3 and 10 • Self-assess with regard to TEP Standards 3 and 10 using the Teacher Evaluation Rubric. • Discuss with Mentor the types of evidence collected and what future evidence could be added.

Please attach your TEP Yearly Progress to rubric.

Teacher Signature: _____

Principal and/or Designee
Indicates Approval

Comments:

[illegible][illegible]

** If you check the "I do NOT approve" box, please complete a Teacher Performance Pay Plan INPUT FORM, and submit it to your principal by the end of your staff meeting.*

2013-2014 WESD Teacher Performance Pay Plan INPUT FORM

*(To be completed only by teachers who have checked the "I do NOT approve" box on the
TEACHER AFFIDAVIT)*

**I do not approve of the proposed WESD 2013-2014 Teacher Performance Pay Plan
for the following reasons:**

***You are not required to identify yourself below; however, doing so will allow the Teacher
Performance Pay Committee to seek clarification of your input, if necessary. Thank you.***

Teacher's Name _____ Date _____

School _____ Classroom Telephone Extension _____

PROP 301 011+013	YES	PROP 301 011+013	YES
PROP 301 012	(All)	PROP 301 012	(All)
Fund	(All)	Fund	(All)
Funct	(All)	Funct	(All)
Object	(All)	Object	(All)
Last Name	(All)	Last Name	(All)
Sum of ANNUAL SALARY	41,033,715.92	Sum of FTE	Total
Total	33,778,165.89	Total	1353.92
FIRST YEAR BASE	8,814,042.18		
NON-SUPPLANT LIMIT			

FUND 011	1,221,142.04	20.2900%	1,468,911.76	1,530,286.23	1,982.00	ACTUAL PD
FUND 012	2,683,223.85	20.2900%	3,227,649.97	167,077.51	0 MINIMUM	
FUND 013	2,446,313.53	20.2900%	2,942,670.55	(117,901.91)	310	
TOTAL	6,350,679.42	20.29%	7,639,232.28	7,651,431.16	24,682.036	

BASE	41,033,715.92	REVENUE+CARRYFWD	7,651,431.16	PER STUDENT AMT	24,682.036
FTE	991.52			input	input
FUND 011	1,221,142.04				
AVG 011 INCR PER FTE	1,231.59				
% OF FY13 SAL PD BY 011	2.9759%				

BASE	41,033,715.92	BAL OF 9.17% BASE INCREASE REMAINING	7,651,431.16	PER STUDENT AMT	24,682.036
% OF FY13 SAL PD BY 013	14.7060%			input	input
FTE	991.52				
FUND 013	2,446,313.53				
AVG 013 INCR PER FTE	2,467.24				
% OF FY13 SAL PD BY 013	5.9617%				

BASE	41,033,715.92	INPUT	7,651,431.16	PER STUDENT AMT	24,682.036
% OF FY13 SAL PD BY 011	2.9759%				
SAL AMOUNT PAID BY 011	1,221,122.35				
% OF FY13 SAL PD BY 013	5.9617%				
SAL AMOUNT PAID BY 013	2,446,307.04				
% OF FY13 SAL PD BY 301	8.9376%				
AMT OF FY13 SAL PD BY 301	3,667,423.39				

FUND	011	012	013	GRAND TOTALS
RATE	2.9759%	1.9820%	5.9617%	6,342,653.72
SALARY Expense	1,221,122.35	2,675,224.33	2,446,307.04	1,285,924.44
BENEFITS Expense	247,765.72	542,803.02	495,355.70	7,639,232.28
TOTAL Expense	1,468,888.07	3,218,027.35	2,942,682.74	9,654.12
REVENUE Projected	1,468,911.76	3,227,649.97	2,942,670.55	
EXCESS/(Deficit)	23.69	9,622.62	7.81	

Attachment D

Washington Elementary School District

2013-2014 Proposed Teacher Performance Pay Plan

TALKING POINTS

1. The majority of funding for Arizona's Teacher Performance Pay is generated via a state sales tax increase that was approved by voters in 2000.
2. It is anticipated that WESD's Teacher Performance Pay amount for 2013-2014 will be at least \$1,800.00 per eligible full-time (1.0 FTE) teacher, to be prorated based on the teacher's start date if he or she has not been employed as a WESD teacher for the full contract year.
3. The 2013-2014 Teacher Performance Pay Plan is identical to last year's plan with regard to eligibility and structure.
4. Certified teachers who are employed by WESD are eligible to earn Teacher Performance Pay. Certified teachers include classroom teachers, program coaches, academic intervention specialists, special services specialists, student services specialists and counselors.
5. 80% of allocated performance pay is based on a school-wide focus; as a group, eligible teachers at a school earn this money by providing documented and validated progress toward collaboratively developed Continuous Improvement Plan objectives.
6. The remaining 20% of allocated performance pay corresponds to an individual teacher achievement focus; an individual teacher earns this money by providing documented and validated progress toward his or her Teacher Development (Individual Growth) Plan objectives.
7. According to AZ statute, 70% of eligible teachers in the District must approve the proposed 2013-2014 Teacher Performance Pay Plan in order for it to be recommended to the Governing Board for final approval.

Washington Elementary School District

**PROPOSED
2013-2014
TEACHER
PERFORMANCE
PAY PLAN**

***Governing Board Presentation:
December 12, 2013***

Background

- In November 2000, Arizona voters approved Proposition 301, a major education funding initiative.
- Proposition 301 established the Arizona Classroom Site Fund, with monies to be generated from a 0.6 % sales tax increase and from land revenue accrued by the public schools.

- Arizona Revised Statute 15-977 mandates how the Classroom Site Fund monies are to be distributed, and it specifies the associated requirements for distribution.
 - 40% of Classroom Site Fund monies are to be allocated to performance pay for teachers.
 - School district governing boards are required to adopt a performance-based compensation system.
 - The performance-based compensation system, or teacher performance pay plan, must be approved “based on an affirmative vote of at least seventy percent of the teachers eligible to participate” in the system.

Review of Last Year's Teacher Performance Pay Plan

- In November 2013, a committee of teachers and administrators reviewed last year's Teacher Performance Pay Plan and considered possible plan changes for 2013-2014.
- The group decided to recommend that NO CHANGES BE MADE TO THE CURRENT PLAN, i.e., that the structure of the 2013-2014 Teacher Performance Pay Plan be IDENTICAL to that of the 2012-2013 plan.
- Committee members were told that WESD's anticipated Teacher Performance Pay amount for 2013-2014 will be at least \$1,800.00 per eligible full-time (1.0 FTE) teacher, to be prorated based on the teacher's start date if he or she has not been employed as a WESD teacher for the full contract year.

Proposed 2013-2014 Teacher Performance Pay Plan

Eligibility

The following certified teachers, employed by WESD, will be eligible to receive Teacher Performance Pay*:

- Classroom teachers
- Program coaches
- Academic intervention specialists
- Special services specialists
- Student services specialists
- Counselors

* GCBA-R/GDBA-R: "Employees whose current performance evaluation indicates that an aspect of their job performance is unsatisfactory, resulting in a plan of improvement, will not be granted the performance incentive until these employees accomplish the goals described on their performance evaluation. An employee will retroactively receive the performance incentive upon successful completion of the improvement plan goals. If an employee's current performance evaluation indicates that an aspect of the employee's job performance is unsatisfactory and that employee resigns or is terminated or has his/her contract non-renewed, that employee is not eligible for performance pay."

Proposed 2013-2014 Teacher Performance Pay Plan

Projected Amount

Also according to GCBA-R/GDBA-R,

"Employees receive performance pay if they are eligible under applicable laws and if they qualify for such pay as determined in accordance with the District's performance pay plan. The amount of performance pay and the method and timing of payment of performance pay shall be specified in the District's performance pay plan.

All compensation, including performance pay, is based on an estimate of available budget funds that originate in the District's budget. Should the Arizona State Legislature not fully fund, or otherwise limit, reduce, delay payment or refuse payment of amounts projected or contained in the District's budget to fund compensation amounts, including performance pay, the Governing Board may require a pro-rata reduction of compensation amounts."

Proposed 2013-2014 Teacher Performance Pay Plan *Components*

The plan is comprised of two parts:

- **Part I: School-wide Focus** (*accounts for 80% of total allocated performance pay monies per eligible employee*)
- **Part II: Individual Teacher Achievement Focus** (*accounts for 20% of total allocated performance pay monies per eligible employee*)

PART I: School-Wide Focus

- What are the requirements of PART I?
 - Part I requires that the school provide documented and validated progress toward collaboratively developed Continuous Improvement Plan objectives.
- How is PART I assessed?
 - Each site's Continuous Improvement Plan (CIP) and CIP Progress Report is peer-reviewed toward the end of the school year.
 - An impartial CIP Review Team evaluates the site's plan and progress report according to an established set of standards.

- If the standards are not met, the site is given an opportunity to remedy deficiencies, make appropriate plan adjustments and submit the revised plan for reevaluation.
- If site employees feel that their plan has been unjustly rejected, that site may appeal to the Assistant Superintendent for Administrative Services.

PART II: Individual Teacher Achievement Focus

- What are the requirements of PART II?
 - Part II requires that the individual teacher provide documented and validated progress toward his or her Teacher Development (Individual Growth) Plan objectives.
- How is PART II assessed?
 - Five versions of the 2013-2014 Teacher Development (Individual Growth) Plan Performance Pay Rubric have been developed:
 - Version #1 applies to all 2013-2014 continuing WESD teachers who are not current participants in the BEGIN program.
 - Version #2 applies to 2013-2014 WESD BEGIN III teachers and to veteran teachers who are new to WESD in 2013-2014.
 - Version #3 applies to 2013-2014 WESD BEGIN I teachers.
 - Version #4 applies to 2013-2014 WESD BEGIN II teachers.
 - Version #5 applies to 2013-2014 WESD BEGIN Support teachers.

- Each eligible teacher is to complete a self-assessment using the appropriate version of the rubric.
- Each BEGIN I and each BEGIN II teacher is to submit a copy of his or her self-assessment rubric and related documentation to the Director of Professional Development; the Director of Professional Development will review each teacher's materials and designate an assessment rating.
- All other teachers are to submit a copy of their self-assessment rubric and related documentation to their principal; the principal will review each teacher's materials and designate an assessment rating.
- If there is a discrepancy between the administrator's rating and the teacher's rating, the two parties will discuss the matter and try to reach agreement ; if agreement cannot be reached, the teacher may appeal to the Assistant Superintendent for Administrative Services.

- If an eligible employee receives a rubric rating of 4 (*to a great extent*), that employee will earn 100% of the allotted PART II pay for performance plan per-teacher amount.
- If an eligible employee receives a rubric rating of 3 (*to some extent*), that employee will earn 66% of the allotted PART II pay for performance plan per-teacher amount.
- If an eligible employee receives a rubric rating of 2 (*to a minimal extent*), that employee will earn 33% of the allotted PART II pay for performance plan per-teacher amount.
- If an eligible employee receives a rubric rating of 1 (*to no extent*), that employee will earn 0% if the allotted PART II pay for performance plan per-teacher amount.

2013-2014 Proposed Plan: Actions Taken to Date

- On November 19, 2013, principals received information about the proposed 2013-2014 Teacher Performance Pay Plan.
- Between November 20 and November 27, 2013, principals shared the plan information with teachers.
- Teachers were asked to indicate either their approval or disapproval of the proposed plan.
- Teachers who disapproved of the plan were asked to explain their rationale.
- Over 99% of all teachers voted in favor of the plan as presented.

Recommendation

It is recommended that the Governing Board approve the District's proposed 2013-2014 Classroom Site Fund Pay for Performance Compensation Plan and authorize its submission to the Arizona Department of Education.

Questions?

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board

X
X

 Action Discussion Information 1st Reading

FROM: Dr. Susan J. Cook, Superintendent

DATE: December 12, 2013

AGENDA ITEM: Washington Elementary School District Gifted Scope and Sequence

INITIATED BY: Janet Sullivan, Assistant Superintendent for Academic Services SUBMITTED BY: Barbara Post, Administrator for Gifted Services

PRESENTER AT GOVERNING BOARD MEETING: Barbara Post, Administrator for Gifted Services

GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: A.R.S. 15-779.02 B

SUPPORTING DATA

Funding Source: N/A
Budgeted: N/A

Arizona law (A.R.S. 15-779.02) requires that all Arizona school districts develop a Scope and Sequence for the identification process of and curriculum modifications for gifted education. The Scope and Sequence document addresses gifted education in a number of areas including the program design, curriculum and instruction, identification, social and emotional development, professional development, parent and community involvement, program assessment, and budgeting,

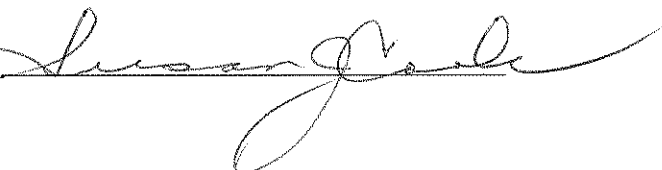
A.R.S. 15-779.02.B. requires that the Gifted Scope and Sequence be approved by the Governing Board and subsequently submitted to the Arizona Department of Education (ADE) for approval at a minimum of every five years. Additionally, A.R.S. 15-779.03 and A.R.S.15-779.02.C address the link of the approval process to the group A weight of seven percent as provided in 15-943 for the purposes of gifted education. While the reporting of the numbers of students identified for and receiving gifted services is still required (A.R.S.15-904), the additional funding was eliminated in the fiscal year 2010-2011.

Interaction with ADE regarding any gifted programming changes and updates to the Scope and Sequence ceased that year as well. It is important to note however, that no changes were made in the services provided in Washington Elementary School District subsequent to the elimination of the supplemental funding and that services continued as outlined in the Gifted Scope and Sequence, which was last presented to the Governing Board and approved on June 12, 2008 and submitted to the ADE.

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board accept and approve the submission of the Washington Elementary Gifted Scope and Sequence.

Superintendent



Board Action	Motion	Second	Aye	Nay	Abstain
Adams					
Graziano					
Jahneke					
Lambert					
Maza					

Agenda Item III.B.

Washington Elementary School District Gifted Scope and Sequence

December 12, 2013

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The purpose of this agenda item is to provide an update to the Governing Board of the changes in the Gifted Scope and Sequence, particularly in the following sections:

- Curriculum and Instruction - tasks/activities that reflect the goal of more rigorous instruction;
- Professional Development - focus on Best First Instruction, rigor, rigorous assessments, and implementation of Arizona's College and Career Ready English Language Arts and Mathematics Standards;
- Budgeting - M & O with no supplemental funding; and
- Parent and Community - the commitment to more effective communication with parents and community about Gifted Services.

The reminder to review and update the Scope and Sequence came as a result of the current Title I Cycle 5 self-audit which requires a review of gifted services offered in the District, the submission of the Gifted Scope and Sequence and date of Governing Board approval. A review of the key provisions and changes of the Gifted Scope and Sequence will be presented.

The updated Gifted Scope and Sequence is attached.

Washington Elementary School District

Gifted Scope and Sequence

Program Design	
QUESTION	District Description
What is your district's definition of a gifted student and gifted education?	<ul style="list-style-type: none"> • Gifted student means a child who is of lawful school age, who, due to superior intellect or advanced learning ability, or both, is not afforded an opportunity for otherwise attainable progress and development in regular classroom instruction and who needs special instruction or special ancillary services, or both, to achieve at levels commensurate with the child's intellect and ability. • Gifted education means appropriate academic course offerings and services that are required to provide an educational program that is an integral part of the regular school day and that is commensurate with the academic abilities and potential of a gifted student. • Washington Elementary School District (WESD) administers state approved tests to students who are recommended by teachers, parents, and students. Students who score in the 97th percentile in verbal, quantitative, and/or nonverbal are eligible for services. • WESD developed the MIGS (Matrix Identification for Gifted Services), a comprehensive review team approach to gifted services identification for English Language Learners.
Describe the Philosophy and Goals for your gifted program.	<ul style="list-style-type: none"> • The WESD Gifted Services mission statement states: "We believe that gifted students require special services in their area of exceptional potential. These services include the adjustment of environmental factors; modification of the course of study; and adaptation of teaching methods, materials, and techniques to maximize student potential. We believe modifications should be made to accommodate gifted students with special needs. In doing so, we believe that these students will have a greater opportunity to become contributing, productive

- members of society and to lead fulfilling lives.”
- WESD believes that gifted students are gifted all day, every day and that every teacher is a teacher of gifted students. Services are provided in addition to the student’s regular education program. Opportunities are provided to gifted students that accelerate and expand the curriculum.
 - WESD offers a continuum of gifted services for K-8 that includes academic acceleration and expansion. In WESD that includes differentiation in the classroom, resource classrooms – academic and expansion models, academic replacement classes and self contained classroom for the highly gifted. Every identified gifted student in grades K-6 receives direct services from a teacher of gifted in a group setting with other identified gifted students on a regular basis. Students in grades 7-8 are serviced by highly qualified teachers in their subject area with other identified gifted students in accelerated classes in mathematics, language arts and science.
 - Desired outcomes for students participating in WESD gifted program include:
 - Self directed learners
 - Contributing, collaborative workers
 - Complex thinkers
 - Problem solvers
 - Quality producers
 - Community contributors
 - Differentiation is addressed in:
 - Content – accelerated curriculum and use of interdisciplinary themes
 - Process – use of higher level thinking skills
 - Products – that vary in complexity level
 - Environment – in the regular classroom, in pullout programs both academic and interdisciplinary (expansion model) and in the self-contained gifted program
 - To assist WESD in developing a program that represents the diversity of the school district, the District developed the MIGS Process (Matrix Identification for Gifted Students). This process assists in identifying underrepresented populations in the gifted program, including English language learners.

	<ul style="list-style-type: none"> WESD participated in two federal grant projects, Project Regalos and Project Bright Horizons, which were designed to provide a mechanism for identifying underrepresented populations. These grants also included training for teachers in identification and strategies for teaching gifted students.
How do you group and deliver services to your K-2 students?	<ul style="list-style-type: none"> In WESD, every identified K-2 gifted student receives direct services from an endorsed teacher of gifted in a group setting with other identified gifted students. While not mandated district-wide, many school campuses choose to cluster gifted students to allow students even more opportunities to interact with other identified gifted students throughout the school day. The continuum of services offered in WESD for students in grades K - 2 include: <ul style="list-style-type: none"> Resource Services: Students leave the regular classroom at a scheduled time and are taught by the teacher of gifted. Services focus on one or more curricular areas and are an extension of the regular classroom. <ul style="list-style-type: none"> Expansion Resource: Students participate in an interdisciplinary curriculum based on the gifted services curriculum guide. Students identified in verbal, quantitative and non-verbal areas all participate in this program. This is an expansion of the regular classroom. Academic Resource (Targeted Resource) Students are instructed at an accelerated pace in an academic curriculum using the district curriculum – based on state standards. The gifted services curriculum guide is integrated into the discipline (content area). Center-Based Services: Self-contained, multi-age program for students highly gifted in all reasoning areas. Students are instructed in flexible groups according to academic need. District curricula – based on state standards – are expanded and accelerated through interdisciplinary units. Strategies include higher order thinking skills, cooperative learning, student research, problem based learning and projects focused on open-ended questions. Program is staffed by teachers that are highly qualified in their subject area and hold their gifted endorsement. Consult Services: Provided by endorsed teacher of gifted. Consult time is provided by endorsed teachers of gifted to the homeroom teacher to support differentiation of the curriculum in the regular classroom. Content is expanded within the parameters of the

How do you group and deliver services to your 3-6 students?	<p data-bbox="180 541 207 1318">district curricula – based on state standards being taught.</p> <ul style="list-style-type: none"> <li data-bbox="272 163 435 1457">• In WESD, every identified 3rd – 6th grade gifted student receives direct services from an endorsed teacher of gifted in a group setting with other identified gifted students. While not mandated district-wide, many school campuses choose to cluster gifted students to allow students even more opportunities to interact with other identified gifted students throughout the school day. <li data-bbox="467 163 597 1457">• The continuum of services offered in WESD for students in grades 3-6 include: <ul style="list-style-type: none"> <li data-bbox="500 163 597 1360">◦ Resource Services: Students leave the regular classroom at a scheduled time and are taught by the teacher of gifted. Services focus on one or more curricular areas and are an extension of the regular classroom. <li data-bbox="630 163 760 1264">✓ Expansion Resource: Students participate in an interdisciplinary curriculum based on the gifted services curriculum guide. Students identified in verbal, quantitative and non-verbal areas all participate in this program. This is an expansion of the regular classroom. <li data-bbox="760 205 889 1264">✓ Academic Resource (Targeted Resource) Students are instructed at an accelerated pace in an academic curriculum using the district curriculum – based on state standards. The gifted services curriculum guide is integrated into the discipline (content area). <li data-bbox="922 163 1149 1369">◦ Academic Replacement: Students leave the regular classroom at the same time as the same subject is being taught in the regular classroom for that subject in a class that offers advanced/accelerated concepts at a higher grade level than the child is currently placed. This class takes the place of instruction provided in the regular classroom. Students move through curriculum at a faster pace and are afforded opportunities to expand and go more in depth with topics related to this curricular area based on student interest and need. <li data-bbox="1182 184 1344 1369">◦ MAP Center (Center-Based Services): Self-contained, multi-age program for students highly gifted in all three reasoning areas. Students are instructed in flexible groups according to academic need. District curricula – based on state standards – are expanded and accelerated through interdisciplinary units. Strategies include higher order thinking skills, cooperative learning, student research, problem based learning
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	<p>and projects focused on open-ended questions. Program is staffed by teachers that are highly qualified in their subject area and hold their gifted endorsement.</p> <ul style="list-style-type: none"> ○ Consult Services: Provided by endorsed teacher of gifted. Consult time is provided by endorsed teachers of gifted to the homeroom teacher to support differentiation of the curriculum in the regular classroom. Content is expanded within the parameters of the district curricula – based on state standards being taught.
How do you group and deliver services to your 7-8 students?	<p>In WESD students in grades 7 and 8 are serviced through advanced academic coursework. Verbally identified students are serviced in Seminar Reading (advanced reading). Quantitatively identified students are serviced in Advanced Math. Non-verbally gifted students are serviced in Advanced Science. Additionally many identified gifted students are serviced in more than one advanced class based on criteria that includes gifted identification, teacher recommendation, and district and state testing results.</p> <ul style="list-style-type: none"> • Seminar Reading <ul style="list-style-type: none"> ○ Class meets daily ○ Coursework includes integrated advanced language arts and literature studies ○ Content is above level and pace is accelerated ○ Coursework allows the students to apply their knowledge and study topics more in depth ○ Class is taught by highly qualified teachers in language arts content area • Advanced Math <ul style="list-style-type: none"> ○ Class meets daily ○ Coursework is above level and pace is accelerated to meet the needs of the students ○ Coursework allows the students to apply their knowledge and study topics more in depth ○ Students are placed in appropriate advanced math course based on their scores on the district math test and math state-mandated assessment scores ○ Math courses are taught by highly qualified teachers in math content area ○ Math coursework is planned in coordination with GUHSD (feeder high school district) • Advanced Science <ul style="list-style-type: none"> ○ Class meets daily

	<ul style="list-style-type: none"> o Coursework is above level and pace is accelerated to meet the needs of the students o Coursework allows the students to apply their knowledge and study topics more in depth o Non-verbally gifted are serviced in the advanced science courses o Science courses are taught by highly qualified teachers in science content area o Science coursework is planned in coordination with GUHSD (feeder high school district) <p>FLEX Program: Highly gifted students who qualify in all three cognitive areas are serviced at the FLEX Center Program. The FLEX Program is a center-based program. Coursework includes</p> <ul style="list-style-type: none"> o FLEX Core (an advanced interdisciplinary language arts/social studies course) and an independent study component, allowing for individual expansion and research-oriented activities, including career-based inquiry and critical-creative thinking skills. o FLEX Core is a two-year course based on high school level curricula that prepare the student for advanced placement in high school o The FLEX Core teacher is highly qualified in language arts, social studies and holds a gifted endorsement o FLEX Science is an accelerated curriculum based on high school curriculum that prepares the student for advanced placement in high school o The FLEX Science teacher is highly qualified in science content area o FLEX students are able to take advanced math courses based on their specific math skill levels, as demonstrated on district and state assessments. Advanced math courses (Algebra 1-2, and Geometry) are taught by highly qualified teachers in math content area
How do you group and deliver services to your 9-12 students?	WESD does not have students in grades 9-12.
Describe how you integrate your program standards with the Arizona State Standards at each grade level.	All WESD curricula in all grade levels are aligned with Arizona Academic Standards. For gifted students District curricula are accelerated and expanded to include critical, logical, and creative thinking skills, abstract reasoning and problem solving strategies. Expansion of the district curricula emphasizes the complexity, transfer, novelty, depth, and relevance of concepts in the curricula. Students are given opportunities to apply content knowledge both in and across

	content areas.
How do you involve parents in your program?	<ul style="list-style-type: none"> • WESD has developed a parent handbook, <i>Parental Pieces of the Puzzle</i>, which is distributed to parents. • Information about gifted programs is published each year in each school's parent/student handbook. • Information is available to parents regarding gifted programs on the District website, accessed from the District homepage. • Each teacher of gifted has a web page that shares information about the gifted program at their school site. Web pages can be accessed from each school's home page. • Information regarding gifted programs and opportunities for testing are published a minimum of three times per year in each school newsletter. • Parents have the option to request testing for gifted services throughout the school year. • Parents are kept informed about the gifted program on each campus through back to school events, open houses, school newsletters and school web pages. • Parents are kept informed about their student's progress and activities in gifted programs through quarterly report cards, open houses, parent-teacher conferences and school newsletters and web pages. • Information related to speakers and presentations related to gifted students is sent home periodically when available. • Teachers of gifted and the Administrator for Gifted Services have lending libraries to provide parents with resources to assist them in their role as parents of gifted children. • Parents have the opportunity to tour the self-contained programs, meet the teachers, and observe the program by making an appointment with the Administrator of Gifted Services. • WESD offers a three-week Project Potential summer school program. Brochures are mailed each year to homes of identified students. • Information is provided about the SAT/ACT testing/academic talent search programs such as the Johns Hopkins Center for Talented Youth.

Curriculum and Instruction	
Question	District Description
How do you differentiate instruction (pace and pedagogy) to K-2 students? Please list several sample activities to illustrate your description.	<ul style="list-style-type: none"> • All teachers in WESD receive training in Best First Instruction, differentiated instruction, rigor and flexible grouping. • Once students have mastered the standards at their grade level, curriculum is accelerated for students through differentiation in the regular classroom through use of instructional materials that extend and expand the curriculum. • A gifted curriculum has been developed as part of the INFOGUIDE – the WESD handbook for gifted services. This document provides teachers with age and grade level appropriate ideas to use with students. This document is for use by teachers of gifted and regular classroom teachers, as well as administrators. • Students who have mastered grade level standards are moved through the curriculum at a faster pace based on student's readiness and skills as appropriate. • Teachers of the gifted work with classroom teachers to determine areas that students are ready for acceleration and expansion. Acceleration and expansion occurs in regular classroom and during class time with the teacher of gifted. <p>EXAMPLES:</p> <ul style="list-style-type: none"> ○ Students study geometric shapes and symmetry found in paintings by great masters and graph the frequency of shapes, paint a picture using the most frequently used shapes, and discuss the patterns found. ○ Class researches with teacher reading books/picture books, teacher writes facts with student input on charts. Students use facts to write about chosen community worker and illustrates. ○ Mental Mini Voyage: trace a hypothetical drop of water through the steps of the water cycle mentally. Design a product to illustrate the voyage. ○ Elaborate an opinion/relate to similar experience or book. ○ State opinion by creating a flip book illustrating their supporting reasons. ○ Illustrate a caption using various materials. ○ Complete steps of a How-To piece with a small group. Individuals will create a comic book strip depicting one step of the process. ○ Present a biography of a famous person of a selected time period using personal perspectives of events in the order in which they occurred.

	<ul style="list-style-type: none"> o Develop role-play situations about the dangers of talking with strangers or traffic safety. o Take a common object such as a pencil, salt shaker, or earmuffs and brainstorm improvements. Make a working model. o Involve students with the creation of a portfolio of their work through all subject areas – portfolios should contain not only their best work, but also examples that demonstrate effort and developing skills from rough draft through finished product. o Invention kits – keep boxes or bags of unrelated trash/treasure items, which individuals or teams use to build new inventions. Students develop a product that can be used that matches criteria. Students develop an advertisement to promote the product. o In a given curriculum area, provide choices of study and product. The student becomes an expert in a topic related to a course of study and shares with the class through a variety of presentation methods.
How do you differentiate instruction (pace and pedagogy) to 3-6 students? Please list several sample activities to illustrate your description.	<ul style="list-style-type: none"> • All teachers in WESD receive training in Best First Instruction, differentiated instruction, rigor and flexible grouping. • Once students have mastered the standards at their grade level, curriculum is accelerated for students through differentiation in the regular classroom through use of instructional materials that extend and expand the curriculum. • Academic replacement classes in reading and/or math are either provided by the teacher of gifted (depending on gifted staffing at the school site) or by classroom teachers often through grade level flexible skill groupings. These classes accelerate the curriculum for the students as appropriate. • A gifted curriculum has been developed as part of the INFOGUIDE – the WESD handbook for gifted services. This document provides teachers with age and grade level appropriate ideas to use with students. This document is for use by teachers of gifted and regular classroom teachers, as well as administrators. • Students who have mastered grade level standards are moved through the curriculum at a faster pace based on student's readiness and skills as appropriate.

<ul style="list-style-type: none"> Teachers of the gifted work with classroom teachers to determine areas that students are ready for acceleration and expansion. Acceleration and expansion occurs in regular classroom and during class time with the teacher of gifted in identified area of giftedness. <p>EXAMPLES:</p> <ul style="list-style-type: none"> Research and develop a scenario of a future undersea or space station society that includes lifestyle, recreation, habitats, education and customs. Write a history of the society. Present the information to classmates. Become an expert: Students select a topic or area of study within the parameters of the curriculum and research in depth, including interviews with practitioners. A product is developed and students present the information through a variety of formats. Organize information from various print or digital sources to formulate a campaign speech for a chosen historical figure relating his/her position on civil rights. Using primary sources, develop a secondary source depicting Cesar Chavez's fight for farm workers' rights. Devise arguments supporting the 'Guilt' or 'Innocence' of the wolf from the <i>Three Little Pigs</i> at a mock trial. Build a wildlife hotel that houses three to five Arizona animals and highlights their adaptations. Have students name examples of conflicts in early and modern history that have been caused by cultural differences. Discuss how those conflicts influence and/or affect our life today. Study of short stories with no obvious resolution (open-ended conclusion). Group can develop, discuss or partner write original conclusions and justifications. Create a Rube Goldberg or variations on a theme. Design a piece of space furniture that will support a human being in a seated position. Give it a descriptive name and make drawings showing the various features. Make a model. Use global themes such as Structures, Economics, or Environment. Connect global themes to real world problem/issue. Students work together to develop solutions, invent new products. Units are interdisciplinary by nature and are developed to pique student interest. 	<ul style="list-style-type: none"> All teachers in WESD receive training in Best First Instruction, differentiated instruction, rigor and flexible grouping. Once students have mastered the standards at their grade level, curriculum is accelerated for students in advanced classes. The coursework is accelerated and expanded in areas of
<p>How do you differentiate instruction (pace and pedagogy) to 7-8 students? Please list several sample activities to illustrate your</p>	

<p>description.</p>	<p>reading/language arts, math and science. Students are placed in these advanced classes based on area of identified giftedness, teacher recommendation and student performance.</p> <ul style="list-style-type: none"> • WESD has worked with GUHSD (feeder high school district) to provide appropriate instruction for students showing mastery in 8th grade curriculum in order to continue to challenge the students. High school coursework in math, science and reading is available on our campuses for those students. • A gifted curriculum has been developed as part of the INFOGUIDE – the WESD handbook for gifted services. This document provides teachers with age and grade level appropriate ideas to use with students. This document is for use by teachers of gifted and regular classroom teachers, as well as administrators. <p>EXAMPLES:</p> <ul style="list-style-type: none"> ○ Students self select a topic for independent study, use webbing to expand the study to cover related multiple disciplines (social studies related to art, music, literature, science and/or economics). ○ In a literature study, write a persuasive speech or monologue from the perspective of one of the characters, or write an editorial as one of the characters in the book. ○ Encourage students to read biographies of great scientists. Guide them in drawing parallels among these people and their work and how each has impacted society today and/or the future. ○ Originate a bill to be introduced to the House of Representatives to protect the pigs (from the story <i>The Three Little Pigs</i>). ○ Use divergent questions such as "In what ways would the U.S. be different if it were settled from the North rather than the East?" "Would World War I have happened if Archduke Ferdinand had not been assassinated?" Discuss how these have impacted society today. ○ Break down the actions of the Little Pigs (in the story <i>The Three Little Pigs</i>) and argue if their actions apply to the "Stand Your Ground Law". ○ Design a student council campaign using various mediums and evaluate the advantages and disadvantages of each medium. ○ Have student develop rubric for projects/activities. Students evaluate their own work using the rubric. ○ Research a chosen occupation determining what this profession does to contribute to the world. Create a presentation as an expert in the chosen field. Presentations can be
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	<p>performed live or video-taped.</p> <ul style="list-style-type: none"> Have students identify current events, trends, and/or forecasts from local and national news. Classify each trend or forecast as positive or negative. Discuss how these impact current society and/of future society.
How do you differentiate instruction (pace and pedagogy) to 9-12 students? Please list several sample activities to illustrate your description.	WESD does not have students in grades 9-12.
What curricular materials do you use for grades K-2? Be specific.	Each teacher of gifted chooses materials that meet the needs of the gifted students and program model at the school site. In addition to District-adopted textbooks for students in grades K-2, this could include pattern blocks, tangrams, materials for doing small group research, Perceptual Puzzles, math manipulatives, literature books.
What curricular materials do you use for grades 3-6? Be specific.	Each teacher of gifted chooses materials that meet the needs of the gifted students and program model at the school site. In addition to District-adopted textbooks for students in grades 3-6, this could include Junior Great Books, Pentominoes, Perceptual Puzzles, Hands-on Equations, Stock Market Game, Think Lab, materials for doing small group and individual projects including research.
What curricular materials do you use for grades 7-8? Be specific.	Each teacher of gifted chooses materials that meet the needs of the gifted students and program model at the school site. In addition to District-adopted textbooks for students in grades 7-8 this could include Twenty Great American Short Stories, Plays, Judge for Yourself: Courtroom Drama Kit, American Trivia Board Game, Myths and Legends From Ancient Greece and Around the World, 75 Short Masterpieces: Stories from Around the World.
What curricular materials do you use for grades 9-12? Be specific.	WESD does not have students in grades 9-12.

<h1 style="text-align: center;">Identification</h1>	
Question	District Description
Describe how your referral process for identification involves parents and staff.	<ul style="list-style-type: none"> Any parent, teacher, staff member or student may refer a student and request evaluation for gifted services. Information regarding referral procedures and testing procedures is published in each school's newsletter a minimum of three times each school year. Teachers of gifted review records and transfer forms of incoming students. District and state test results are reviewed yearly by the teacher of gifted to identify students that should be referred for testing. Teachers of gifted request names of students to be referred for testing from classroom teachers a minimum of three times each school year. Each year the teacher of gifted reviews the referral process with teachers including screening forms. Screening forms are available in each school's teacher work area so that teachers can refer students throughout the school year. Description of gifted services in WESD is included in each school's parent/student handbook and is available on the District website. Each teacher of gifted maintains and updates a gifted web page that includes information about the gifted program and projects and work samples of gifted students.
Describe your process for the identification of K-12 gifted students, including how your process addresses the variety of student environmental backgrounds.	<ul style="list-style-type: none"> Screening forms are available for teachers and parents. Separate screening forms are available for grades K-2 and 3-8. (WESD does not have students in grades 9-12.) Screening forms are completed for each child that is referred by both the classroom teacher and the parent. Screening forms are available in English and Spanish. WESD developed the MGS (Matrix Identification for Gifted Services), a comprehensive review team approach to gifted services identification for English language learners. This is a team approach that looks at the strengths of English language learners to determine need for gifted services. NNAT (Naglieri Non-Verbal Abilities Test) is available for use by all schools.

	<ul style="list-style-type: none"> • Test scores are examined yearly from both District and state testing to identify students to refer for gifted testing. • Students scoring 97% or above in one or more area are serviced in the gifted program in WESD. Students scoring in the 90-96% range are screened each year for future testing. Teachers of gifted serve as a resource for the regular classroom teacher to assist in servicing these students in the regular classroom through differentiation practices.
Please list all the testing instruments and data points you use for gifted student identification and explain why you chose these instruments.	<ul style="list-style-type: none"> • CogAT (Cognitive Abilities Test) - This test provides a verbal, quantitative and non-verbal score at all grade levels beginning at age 5. It allows us to test students in all grade levels K-8. The test has norms for both an age and grade score. Students are not penalized for being very young or older for their particular grade level. The CogAT can be administered individually or in a group setting and does not require a psychologist to test students. Teachers of gifted test students throughout the year. All schools have a minimum of three testing times a year. Many schools offer testing on an on-going basis throughout the school year. • Naglieri - This is a non-verbal test. It does not require English language skills to perform well on this non-verbal test of giftedness. It may be administered by teacher of gifted. • Students can be tested once a year on one or both of these tests. Once a student has been tested, a student must wait a year before being tested again. • MIGS: WESD developed the MIGS (Matrix Identification for Gifted Services). This is a process, not a test. The process includes testing and collection of a portfolio of student work. The MIGS process is a comprehensive review team approach that looks at multiple criteria to determine need for placement in a gifted program for English language learners. • WESD accepts scores from all tests on the state-approved list. • District and state testing results are reviewed yearly to identify students for testing. • A screening form (list of characteristics) is filled out by the classroom teacher and the parent of each child referred for gifted testing. • Because parents are a child's first teacher and the classroom teacher spends many hours each day with the students, any student that is referred for testing by a parent or teacher is given the opportunity to be tested for gifted services in WESD.
How do you inform parents and staff of your referral and identification process?	<ul style="list-style-type: none"> • Every school's parent/teacher handbook printed each school year includes information for parents on how to refer their child for gifted testing and how to find out additional information about the gifted program at that school campus and gifted programs throughout the district including the district self-contained programs.

	<ul style="list-style-type: none"> • Each school includes information about gifted testing and gifted services in the school newsletter a minimum of three times per year. • Teachers of gifted at each school review the referral process with teachers where the screening forms and process are explained each year. • Screening forms are available on each school campus in the school's teacher workroom and from the teacher of gifted. • Once a child has been referred for testing, a permission to test letter is sent to parents explaining the testing procedure, the date of testing, a screening form, and permission to test form that must be returned with parent signature prior to the start of any testing.
Once eligibility is determined, how do you inform parents of the decision and then handle an appeal of that decision?	<ul style="list-style-type: none"> • After testing is completed, parents are notified of scores regardless of qualification through an official letter sent by the teacher of gifted. The letter explains the test used and the range of scores and what those scores mean. The scores the child received are included in the letter. The name and phone number of the teacher of gifted is included in the letter so the parent has a contact if they have additional questions or would like additional information. • Students that score in the 97th percentile or above are eligible for gifted services in WESD. • If the student qualified for services with a 97% or higher in one or more areas, a placement statement will also be included in the letter. The placement statement explains the services that the child will receive. Parents must sign and return letter before services can begin. • A placement statement is sent to parent each year for continuation in the gifted program. The parent must return the signed placement statement before students can begin services. • If a student scores in the 97th percentile in all three areas, they are eligible for self-contained gifted services at the MAP (Multi-Age Program) Center for K-6 students or FLEX (Flexible Learning Experiences) Center for 7-8th graders. • Parents may also seek outside testing at their own expense. As long as a test from the state approved list is used, the results will be accepted for placement in the gifted program.

Social and Emotional Development	
Question	District Description
How do you provide for the unique affective needs of your gifted students K-6?	<ul style="list-style-type: none"> • All gifted students in WESD have an opportunity to interact with other identified gifted students with a teacher of gifted as part of the gifted programming at each school site. • Schools with an identified gifted population of less than 20 students cluster the students at each grade level. Students are bused for one day per week for 4 hours to the APEX Center. At the APEX Center the students interact in a multidisciplinary program model with gifted students from other school campuses. Teachers of gifted for the APEX Center work with the classroom teachers to assist the teachers in meeting the needs of the gifted students. • Highly gifted students, those students that score at or above the 97th percentile in all three areas, are eligible for gifted services at the MAP (Multi-Age Program) Center for K-6 students. This is a self-contained gifted program that is a full day, every day program. • Teachers of the gifted receive ongoing training through the gifted department during each school year that relates to gifted students and gifted education. Training includes book studies and speakers/presenters from the gifted education field. Books and materials that are kept at each school site as a resource for teachers and parents of gifted students are an integral part of each training session. Teachers of the gifted share their knowledge from these professional development opportunities with the regular classroom staff at their school sites through a variety of ways throughout the school year. • Many teachers of gifted attend the state gifted conference. Information from the conference is shared with other teachers of gifted, regular education staff and parents.
How do you provide for the unique affective needs of your gifted students 7-8?	<ul style="list-style-type: none"> • 7-8th grade schools provide accelerated classes for Math, Language Arts and Science. • K-8 schools provide flexible grouping for 7th and 8th grades in their schedules to allow students to work with other students who are at the same level in advanced academic classes. • Highly gifted students, scoring at or above the 97th percentile in all three areas, are eligible for self-contained gifted services at the FLEX (Flexible Learning Experiences) Center for 7-8th graders. The FLEX Center offers an interdisciplinary language arts and social studies curriculum, including one year of America Studies, and one year of World Cultures Studies, also offering a semester each year of Independent Study activities. Students are also serviced in advanced math and advanced science classes

	<ul style="list-style-type: none"> • National Junior Honor Society is offered as a program at middle schools and K-8 schools (7th and 8th grade levels) • Teachers of the gifted/advanced classes receive ongoing training through the gifted department during each school year that relates to gifted students and gifted education. Training includes book studies and speakers/presenters from the gifted education field. Books and materials that are kept at each school site as a resource for teachers and parents of gifted students are an integral part of each training session. Teachers of the gifted share their knowledge from these professional development opportunities with the regular classroom staff at their school sites through a variety of ways throughout the school year. • Many teachers of gifted/advanced classes attend the state gifted conference. Information from the conference is shared with other teachers of gifted, regular education staff and parents.
How do you provide for the unique affective needs of your gifted students 9-12?	<p>WESD does not have students in grades 9-12.</p>
What specific orientation activities do you provide for parents and teachers regarding gifted students affective needs?	<ul style="list-style-type: none"> • WESD develops programs and utilizes grants to help parents, students and teachers for at-risk populations in identifying gifted students. The District participated in two grants focused on gifted students: Project Regalos and a JAVITS Grant – Project Bright Horizon. Both grants focused on the identification of underrepresented populations and provided professional development for teachers and parents related to gifted education. • Teachers of gifted on each campus have a resource library that serves as a lending library for teachers and parents. • Administrator for Gifted Services has a resource library that serves as a lending library for teachers, parents and administrators related to gifted education. • A parent handbook, <i>Parental Pieces of the Puzzle</i>, was developed by the gifted staff for parents. The handbook serves as a resource for parents that includes activities that parents can do with their gifted students, suggested reading material, and organizations for parents related to gifted children/education. • Information is shared with parents when speakers/presentations related to gifted education are held throughout the Phoenix area including the state gifted conference that has a strand specifically for parents.

<p>How do you monitor, identify and provide assistance to "at risk" gifted students?</p>	<ul style="list-style-type: none"> • Gifted students are monitored on a quarterly basis throughout the school year. Assistance is provided for gifted students that are "at risk" academically and socially. Students that need assistance academically are addressed as the teacher of gifted collaborates with classroom teachers and parents. Gifted students that need additional academic assistance participate in intervention groups with the teacher of gifted and the regular classroom teacher during, before and after the school day in a variety of groups/programs based on the student needs and the programs available on each school campus. Gifted students that are "at risk" socially and emotionally receive assistance in small group settings as part of the gifted program developing and practicing social skills and study habits that will help the students develop as independent learners. Students that need additional assistance work with a variety of school staff that include the school psychologist and school social worker as available. • WESD publicizes through school newsletters a minimum of three times each school year the availability of testing at each of our school sites. • Parents, students and teachers can all refer students for gifted testing. • A screening form is available for all parents and teachers to complete for any student that is referred for gifted testing. • WESD has developed the MIGS (Matrix Identification for Gifted Services), a comprehensive review team approach to identify gifted English Language Learners. • WESD participated in two federal grants, Project Regalos and Project Bright Horizon, which focused on gifted English Language Learners. These grants provided training for teachers and parents related to gifted students and gifted education issues.
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Professional Development	
Question	District Description
How do you regularly provide opportunities for regular classroom teachers and gifted teachers to receive specialized training about working with gifted students?	<ul style="list-style-type: none"> • WESD conducts full/partial day gifted in-service trainings for teachers of gifted/advanced classes multiple times throughout the school year. Teachers of gifted attending these sessions share information and materials from these professional learning opportunities with the staff at their school site. • Many teachers of gifted attend the state gifted conference; attendees share learning strategies with colleagues at their school sites and at teacher of gifted meetings. • Regular classroom teachers were offered professional development in gifted strategies at their school sites and through two federal grants – Project Regalos and Project Bright Horizon. • Each school site has a resource library related to gifted students/gifted education that is housed in the teacher of gifted classroom. • Each school site has resources and materials available for regular classroom teacher to assist in servicing the gifted students in their classroom. • The Administrator for Gifted Services has a resource library available to teachers, administrators and parents related to gifted students/gifted education. • Gifted coursework has been developed by teachers of gifted and the administrator for gifted services for classroom teachers to learn more about gifted students and strategies that can be used to challenge gifted students in the regular classroom. These classes count towards earning a gifted endorsement for those teachers interested in a gifted endorsement.
Please list the titles of the training you conducted last year and those planned for the current year.	<ul style="list-style-type: none"> • During the 2013-14 school year, the focus for professional development for the teachers of gifted is Rigor and Engagement. Trainings provide teachers of gifted an opportunity to work together to develop learning opportunities that increase rigor and provide a challenge for gifted students. Arizona College and Career Ready Standards are an integral part of these trainings. Teachers of gifted use the standards as a starting point, and then take the standards to a higher level of challenge by incorporating real world applications of the skills that students are learning. Teachers of gifted have spent the last few years focusing on Rigor, Rigorous Instruction and Rigorous Assessments in gifted trainings. Best First Practices has also been integrated into trainings. While trainings focus on ways to raise the rigor for our gifted students, time is also spent on learning and developing ways to assist the regular classroom teacher in providing an appropriate level of rigor for gifted students while in the

	<p>regular classroom. Teachers of gifted are a support for our regular classroom teachers in reaching our goal - to provide our gifted students with the opportunity to learn something new each and every day.</p> <ul style="list-style-type: none"> • Focus for previous trainings include extensive book studies related to these topics: 2012-13 How to Plan Rigorous Instruction 2011-12 Advancing Differentiation 2010-11 Rigor, What Rigor Is and Is Not
How have your training events targeted the needs of administrators, counselors, psychologists and support staff?	<ul style="list-style-type: none"> • Teachers of gifted have opportunities to share with their administrators and teaching colleagues information from our professional development opportunities. • WESD administrators and staff are trained in Best First Instruction, student engagement strategies, and differentiation.
Describe the feedback received from post training evaluations. What did the participants say about the effectiveness?	<ul style="list-style-type: none"> • Each WESD gifted professional development opportunity includes a session evaluation. • Overall, participants have found the training to be relevant, applicable and enlightening. • Each evaluation asks participants what they will share with colleagues and what they will take back to their classroom and use the next day. Consistently teachers describe how the workshops were practical and provided them with ideas and activities that they can take back to their classroom and use the next day and/or share with their colleagues. • Throughout the training, teachers of gifted have an opportunity to journal their learning. This provides them time to "chunk and chew" the information and think about ways to apply specifically to their group of gifted students. • Follow up trainings provide teachers of gifted the opportunity to share with colleagues ways that they have applied learning from previous trainings.

Parent and Community Involvement

Question	District Description
<p>How do you make your program philosophy, goals and recruitment procedures available to all parents?</p>	<ul style="list-style-type: none"> • Parents are given a handbook developed by the gifted department, <i>Parental Pieces of the Puzzle</i>. This document is available on the District Gifted webpage. Each teacher of gifted also has a webpage on their school website. The document is also available on the teacher of gifted webpage. • Each teacher of gifted has a webpage found on their school's website. The gifted web page provides information about the program specifically at that school site. Student projects and work samples are also available on teacher of gifted webpage. • Each school offers opportunities for parents to visit and observe student programs. • Links from the District Web Site are available to find information about the gifted programs in the District. • Parent-Teacher conferences are available throughout the year to provide support and communication as needed.
<p>How do you provide access to your scope and sequence for all parents?</p>	<ul style="list-style-type: none"> • A copy of the Scope and Sequence is available for all parents to review upon request. • A copy of the Scope and Sequence is also in the INFOGUIDE. The INFOGUIDE is a notebook that contains information about gifted services in WESD. It also contains all forms used as part of the gifted program. Multiple copies of the INFOGUIDE are available on each school campus including in the principal's office, the classroom of the teacher of gifted and in the school library. • The Scope and Sequence is also available on the district website.
<p>Describe how you incorporate parents into a support or advisory group.</p>	<ul style="list-style-type: none"> • Parents are encouraged to participate in school and district support and advisory groups including site councils and district planning and steering councils. • Parents are informed of opportunities to attend presentations relevant to their gifted student's education through fliers and email messages.

<p>How do you involve parents and the gifted community in the evaluation of your program?</p>	<ul style="list-style-type: none"> • Each year the gifted program at each school site is reviewed by the teachers of gifted and site administrators with input from parents and community. • The yearly review is shared at a site council meeting prior to be submitted to the district gifted department. During the meeting modifications are made as needed and approved. • Each school's annual review is reviewed by the Gifted Administrator to ensure compliance with state and district requirements. • Parents and students are surveyed yearly to measure satisfaction and effectiveness of WESD self-contained gifted programs, MAP Center and FLEX Center, the APEX Center and Project Potential Summer School. Many individual schools also survey parents on an annual basis.
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Program Assessment	
Question	District Description
What data sources do you use to assess your programs effectiveness?	<ul style="list-style-type: none"> A program review is completed each year by the teacher of gifted and administrators with input from parents and community. The review includes projected changes the school for the program for the next school year. The review is shared with the Administrator for Gifted Services. The teachers of gifted review formal assessments given to the gifted students to help design curriculum to meet the gifted child's needs. This includes scores from district and state assessments. A survey of the gifted programs is given to parents, students and teachers to assess the effectiveness of the current program. (Self-contained programs-MAP and FLEX, APEX, individual school gifted programs and Project Potential Summer School.)
Describe how you use test data, both norm referenced and criterion referenced in your evaluation process.	<ul style="list-style-type: none"> Test data are used to design daily lessons to meet both state standards and the needs of the gifted student. Test data (district and state assessments) are utilized to monitor the progress of the gifted learner. Students are expected to show a year's growth based on their individual learning abilities.
How do you use informal measures like surveys, open forums and teacher interviews to gather data?	<p>The school's annual gifted review report, including proposed changes for the next school year, is reviewed from each site. The information gathered from district gifted programs (MAP, FLEX, APEX and Project Potential Summer School) is reviewed and modifications are made to programs to meet the students' needs as needed.</p>
What are your keys indicators that your program is positively affecting students?	<ul style="list-style-type: none"> One indicator that gifted programs are positively affecting students is regular attendance in programs. District and state test data showing student's progress in student's area of giftedness, indicates that the gifted programs are positively affecting students. Parental involvement in the program and positive feedback indicates that students are being positively affected.

	<ul style="list-style-type: none"> • Parent and student surveys indicate parent and student satisfaction in district self contained gifted program, APEX Program, individual school programs and Gifted Summer School Program.
Describe the performance standards you have for all gifted students.	<ul style="list-style-type: none"> • Gifted students are expected to achieve commensurate with their level of ability in their area of giftedness. • Students are expected to meet or exceed the standards based on state assessment in their area of giftedness. • Students are expected to meet or exceed the standards as evidenced on standards based report card. • Students are expected to meet or exceed the standards as evidenced on gifted program report card. • Each site reviews the gifted demographics and compares it to the school demographics.

Budgeting	
Question	District Description
What percentage of your supplemental allocation is used in the following categories: capital expenditures, direct student services, professional development and district coordination?	<p>The State does not provide a supplemental allocation for gifted programming. This funding was eliminated FY2010-2011.</p>
Describe the structure of your gifted education staffing including the ratio of teaching staff to the number of identified gifted students.	<ul style="list-style-type: none"> • WESD offers a continuum of services. • Every school provides gifted services. • Schools with less than 20 identified gifted students are serviced at the APEX Center. Once a week students are bused to the center for four hours. Students interact with other gifted students in a multiage/grade setting. Students in the program are clustered at their grade level at their home school. Differentiation occurs in regular classroom. Teacher of gifted for the APEX model works in consult with the regular classroom teacher. • Schools with 20 – 50 identified gifted students are serviced with a .5 teacher of gifted. Most often this model is a pull-out program complemented by classroom teacher providing differentiation in the classroom. Teacher of gifted works in consult with the regular classroom teacher. All identified gifted students receive direct services from the teacher of gifted on a regular basis. • Schools with 50 – 100 identified gifted students are serviced with a 1.0 teacher of gifted. This model includes some academic replacement classes, most often in grades 3-6 in reading and/or math. Resource classes are also part of this model. All identified gifted students receive direct service from the teacher of the gifted on a regular basis. Differentiation occurs in the regular classroom. The teacher of gifted works in consult with the regular classroom teacher. • Schools with more than 100 identified gifted students are serviced with a 1.5 teacher of gifted. This model includes some academic replacement classes, most often in grades 3-6 in reading and/or math. Resource classes are also part of this model. All identified gifted students receive direct service from the teacher of the gifted on a regular basis.

	<p>Differentiation occurs in the regular classroom. The teacher of gifted works in consult with the regular classroom teacher.</p> <ul style="list-style-type: none"> • A district-wide K-8 self-contained program is available for gifted students identified in all three areas. Classes are multi-aged and interdisciplinary in nature. Curriculum is accelerated and expanded. Students' academic needs are met while being in a classroom environment with their same age peers. Program has a maximum enrollment of 20 students per teacher.
<p>To what extent does the district support the funding of your gifted program? Please elaborate: be specific as to staff and financial resources</p>	<ul style="list-style-type: none"> • District M&O budget supports a full-time gifted administrator. • District M&O budget supports teachers of gifted for each school campus as determined through the staffing model described above. This includes teacher positions. • Each teacher of gifted has a designated classroom for providing services to students. Each is appropriately equipped including teacher and student furniture and technology. • District funds a percentage of the cost of Spanish instruction as part of the self-contained gifted program. • District funds within each school's \$ allocation for instructional materials and supplies includes funds to purchase instructional materials and supplies for gifted students/teachers/programs. • Testing supplies are purchased at the District level for all testing for gifted services grade K-8. • District provides funds to purchase professional development materials and supplies for use teachers and administrators and for a professional lending library for teachers, administrators and parents.

WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO: Governing Board

X
X

 Action
Discussion
Information
1st Reading

FROM: Dr. Susan J. Cook, Superintendent

DATE: December 12, 2013

AGENDA ITEM: To Consider and, if Deemed Acceptable, Adopt a Resolution Authorizing the Lease Purchase of Certain Energy Conservation Measures Within the District from Midstate Energy, L.L.C., Authorizing the Execution of Various Documents Relating to Such Energy Conservation Measures and Delegating to the District Superintendent and the Business Services Director of the District the Authority to Complete Such Documents

INITIATED BY: Cathy Thompson, Director of Business Services

SUBMITTED BY: Cathy Thompson, Director of Business Services

PRESENTER AT GOVERNING BOARD MEETING: Ben Madsen, Midstate Energy
Cathy Thompson, Director of Business Services

GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION: A.R.S. 15-213.01

SUPPORTING DATA

Funding Source: M&O
Budgeted: Yes

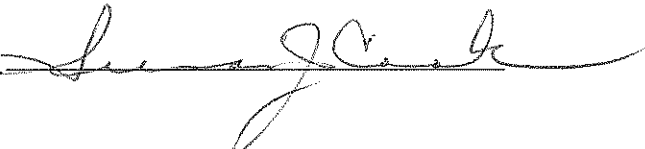
Energy savings performance contracts (ESPCs) allow school districts to accomplish energy savings projects without up-front capital costs and without allocating bond dollars or other capital funds for them. The Washington Elementary School District (WESD) has been involved in a nine month process to perform due diligence regarding performance contracting, to identify a provider, to review campuses and services to include in a performance contract, and to recommend a way to procure these services. Steps taken have included:

- District personnel provided informational presentation to the Governing Board on performance contracting on January 24, 2013.
- District personnel provided a list of questions regarding the general process to five vendors – Ameresco, Inc., Climatec Energy Services, Core Energy, Honeywell Building Solutions, and Midstate Energy in January, 2013 (all vendors that have existing cooperative contracts, have completed the procurement process and due diligence was performed on the contracts).
- District personnel then provided follow up questions to all vendors to determine their willingness and ability to conduct a preliminary energy assessment for three of our potential schools in February, 2013.

SUMMARY AND RECOMMENDATION

It is recommended that the Governing Board adopt a resolution authorizing the lease purchase of certain energy conservation measures within the district from Midstate Energy, L.L.C., authorizing the execution of various documents relating to such energy conservation measures and delegating to the District Superintendent and the Business Services Director of the District the authority to complete such documents.

Superintendent



Board Action	Motion	Second	Aye	Nay	Abstain
Adams					
Graziano					
Jahneke					
Lambert					
Maza					

Agenda Item III.C.

To Consider and, if Deemed Acceptable, Adopt a Resolution Authorizing the Lease Purchase of Certain Energy Conservation Measures Within the District from Midstate Energy, L.L.C., Authorizing the Execution of Various Documents Relating to Such Energy Conservation Measures and Delegating to the District Superintendent and the Business Services Director of the District the Authority to Complete Such Documents
December 12, 2013
Page 2

- District personnel provided information on three school sites to all vendors and allowed access to these sites so that preliminary assessments could be conducted in March, 2013.
- District personnel received responses from all of the vendors. Cathy Thompson, Director of Business Services, Mike Kramer, Director of Capital Projects, and Howard Kropp, Director of Purchasing, evaluated each proposal and selected two vendors to interview.
- District personnel conducted interviews in May, 2013.
- District personnel recommended that the Governing Board approve that WESD begin discussions with Midstate Energy in June, 2013.
- A status update was given to the Governing Board on October 17, 2013.

Under this performance contract, Midstate Energy will guarantee a fixed amount of savings to be gained by installing specific energy conservation measures, and the lease payments for the installed measures will be made each year from those guaranteed savings. If the project fails to reduce costs as guaranteed, Midstate will pay the difference.

On November 19, Midstate Energy presented the final investment grade audit that included estimated savings and the cost of the selected energy conservation measures at several WESD campuses. Recommended projects are:

- Lighting upgrades – Chapparal, Ironwood, Moon Mountain, Ocotillo, Orangewood, Washington, Service Annex, Mountain Sky, Abraham Lincoln Traditional, Desert Foothills.
- Replace HVAC units and install building automation system – Chapparal, Ironwood (these projects were originally in the bond plan and completing these with performance contracting will allow additional safety projects to be done with bond dollars)
- Water efficiency upgrades – Ironwood, Moon Mountain, Ocotillo, Orangewood, Washington
- Irrigation controls at 29 campuses will reduce water usage on fields.

The total value of energy conservation measures to be installed is \$5,864,900. If approval is given to proceed with the installation and savings agreements, contracts will be finalized. Actual financing costs will be presented to the Governing Board after review of offers and selection of a vendor. It is estimated at this time that the total cost of the lease should not exceed \$8.5 million (4.5% interest rate), but could be as low as \$7.8 million (3.45% interest rate). Any savings realized above the annual lease payments will be budget savings available to the district.

When the projects are completed at the selected sites, there will be some additional operational savings realized – but these amounts cannot be included in the guaranteed savings. Some of the devices being installed may also qualify for rebates or incentives, but these have not been calculated into the guaranteed savings. Any rebates or incentives received will benefit the District's budget in 2014-2015.

RESOLUTION

RESOLUTION APPROVING THE FORM AND AUTHORIZING THE EXECUTION AND DELIVERY OF AN INSTALLATION AGREEMENT AND A GUARANTEED SAVINGS AGREEMENT FOR ENERGY SAVINGS IMPROVEMENT PROJECT, AND RELATED DOCUMENTS FOR THE LEASE PURCHASE OF CERTAIN ENERGY CONSERVATION MEASURES WITHIN THE DISTRICT; DELEGATING THE AUTHORITY TO APPROVE CERTAIN MATTERS WITH RESPECT TO AN INSTALLATION AGREEMENT AND A GUARANTEED SAVINGS AGREEMENT FOR ENERGY SAVINGS IMPROVEMENT PROJECT; DELEGATING THE AUTHORITY TO APPROVE, EXECUTE AND DELIVER AN INSTALLATION AGREEMENT AND A GUARANTEED SAVINGS AGREEMENT FOR ENERGY SAVINGS IMPROVEMENT PROJECT, AND RELATED DOCUMENTS; AND RATIFYING ALL ACTIONS TAKEN OR TO BE TAKEN TO FURTHER THIS RESOLUTION.

WHEREAS, the Washington Elementary School District No. 6 of Maricopa County, Arizona (the "District") desires to enter into an Installation Agreement (the "Installation Agreement") and a Guaranteed Savings Agreement for Energy Savings Improvement Project (the "Guaranty" and, together with the Installation Agreement, the "Midstate Agreement"), each with Midstate Energy, L.L.C. (the "Contractor") pursuant to A.R.S. Sections 15-213 and 15-213.01 and other relevant provisions of Arizona law in which the Contractor will design, install and service, various energy conservation measures to reduce the District's energy consumption and cost as described in Exhibit A attached hereto (the "Project"); and

WHEREAS, the Contractor will guarantee the cost savings of the Project through the expected life of the Project; and

WHEREAS, within and by the parameters set forth in this resolution the Board shall authorize the execution and delivery of the Midstate Agreement;

NOW, THEREFORE, IT IS RESOLVED BY THE GOVERNING BOARD OF WASHINGTON ELEMENTARY SCHOOL DISTRICT NO. 6 OF MARICOPA COUNTY, ARIZONA, AS FOLLOWS:

Section 1. Authorization of Project. This Board finds and determines that the lease purchase of the Project under the Midstate Agreement with proceeds from a lease purchase agreement between the District and a to-be-determined financial institution as approved by this Board at a subsequent Board meeting is in furtherance of the purposes of the District and is in the public interest.

Section 2. Execution of Midstate Agreement. The forms of the Midstate Agreement as presented to this Board are hereby approved and the President or any member of this Board is hereby authorized to execute the Midstate Agreement on behalf of the District. The Superintendent or the Business Services Director of the District is authorized to complete the Midstate Agreement, including any attachments thereto. The execution and delivery of the Midstate Agreement by the President or any member of the Board shall be conclusive evidence of such completion and approval of the Midstate Agreement.

Section 3. Resolution a Contract. This resolution shall not be repealed while the Midstate Agreement is unpaid.

Section 4. Ratification of Actions. All actions of the officers and agents of the District which conform to the purposes and intent of this resolution and which further the actions contemplated by this resolution whether heretofore or hereafter taken are hereby ratified, confirmed and approved. The proper officers and agents of the District are hereby authorized and directed to do all such acts and things and to execute and deliver all such documents on behalf of the District as may be necessary to carry out the terms and intent of this resolution.

Section 5. Severability. If any section, paragraph, subdivision, sentence, clause or phrase of this resolution is for any reason held to be illegal, invalid or unenforceable, such decision shall not affect the validity of the remaining portions of this resolution. The Board hereby declares that it would have adopted this resolution and each and every other section, paragraph, subdivision, sentence, clause or phrase hereof and authorized the execution and delivery of the Midstate Agreement pursuant hereto irrespective of the fact that any one or more sections, paragraphs, subdivisions, sentences, clauses or phrases of this resolution may be held illegal, invalid or unenforceable.

PASSED, ADOPTED AND APPROVED by the Governing Board of Washington Elementary School District No. 6 of Maricopa County, Arizona, on December 12, 2013.

President, Governing Board

EXHIBIT A

[Description of Project]

(See attached)

ECM List per School – Table 3

		Chapparal	Ironwood	Moon Mountain	Ocotillo	Orangewood	Washington	Service Annex	Multiple Sites (Irrigation Control)	Mountain Sky	Abraham Lincoln	Desert Foothills
1	Lighting	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓
2	Building Automation System	✓	✓									
3	Replace Package Units	✓	✓									
10	Water Efficiency Upgrades		✓	✓	✓	✓	✓					
12	Irrigation Controls	✓	✓	✓	✓	✓		✓	✓			

The savings are based on energy rates derived from historical utility data spanning from April 2011 through March 2013. Savings in the projected cash flow have been escalated by 3.05% to reflect expected utility rates per year.

1.4 General ECM Descriptions

Midstate Energy will implement Energy Conservation Measures (ECMs) to reduce both energy and water consumption. A detailed description of each ECM – including system description, savings amounts and equipment to be installed – can be found in Section 3; however, a brief summary of the project is as follows:

ECM – Lighting

Retrofit existing inefficient lighting, including gymnasiums and all common classroom areas with third generation ballasts and high-efficiency lamps. Retrofit inefficient fixtures with high-efficiency ballasts and lamps.

ECM – Building Automation System

Replace existing Programmable Thermostats at Ironwood and Chaparral Elementary Schools with complete Building Automation systems that are integrated into the existing District wide server and network. This system to be fully WEB capable and BACNET open protocol.

ECM – Mechanical

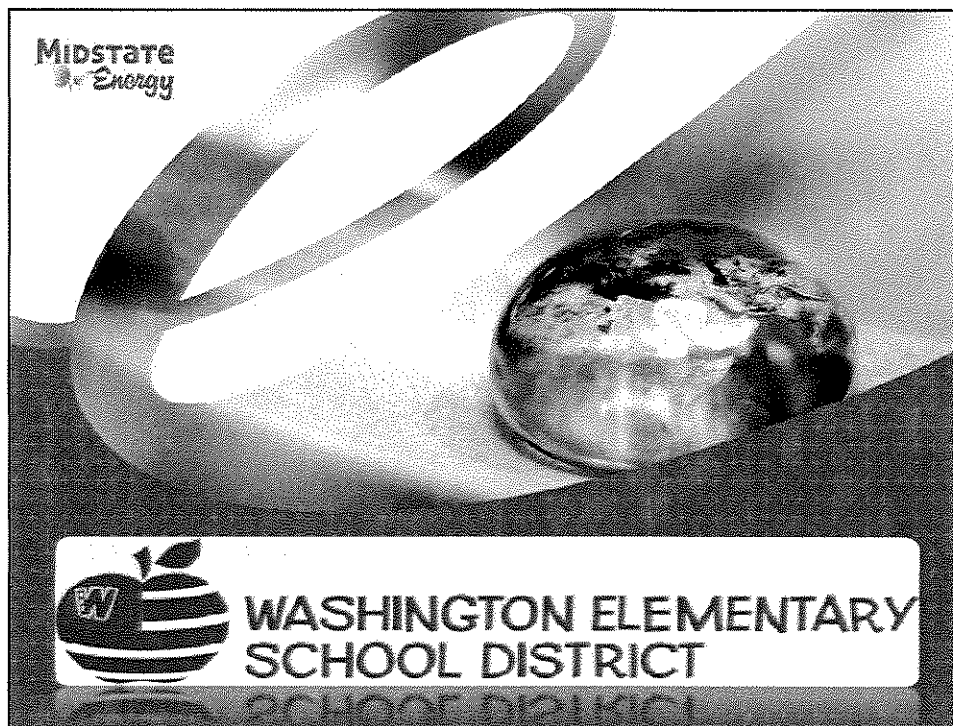
Replace existing inefficient packaged rooftop heat pump units with new high-efficient units at Chaparral and Ironwood Elementary Schools.

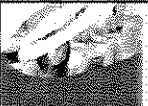
ECM – Domestic Water Upgrades

Upgrade typical domestic water fixtures to include low flow Water Closets and Urinals, low flow faucets and well as shower heads. Install a water to water heat exchanger on the ice maker at the annex.

ECM – Irrigation Moisture Sensors

Install moisture sensing equipment and control panels to reduce the use of irrigation water for landscaping, play areas and athletic fields.

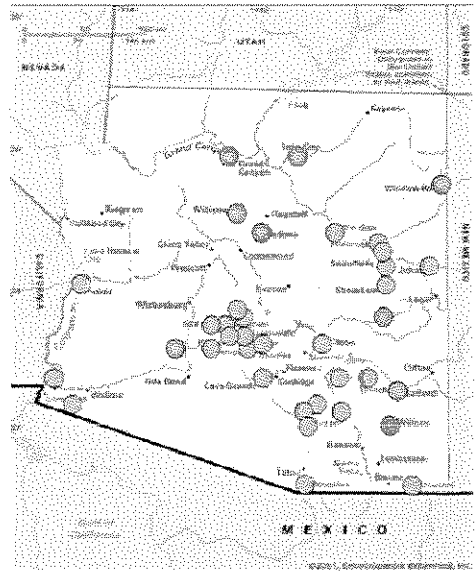




AGENDA

- I. Who is Midstate Energy?
- II. What is a Performance Contract?
- III. Energy Conservation Measures
- IV. Financial Projections
- V. Estimated Construction Timeline
- VI. Benefits
- VII. Q&A

Midstate Energy: Clear Choice Company



- Midstate has a 27 Year History in Arizona
- Ranked #1 by Ranking Arizona Magazine for the last 10 years
- Largest Mechanical Services Company in Arizona - The Phoenix Business Journal
- Arizona Based Company – Arizona Dollars
- Tucson and Phoenix Locations

Energy Performance Project

- Concept is simple: Money saved on energy and operating costs pay for building improvements
- If the project fails to reduce costs as guaranteed, the ESCO pays the difference - Per A.R.S 15-213.01
- Goals: Safety, Comfort and Energy Efficiency

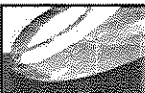
Qualification

Energy Audit

Implementation

Guarantee

		Energy Conservation Measures Scope										
		Chapparal	Ironwood	Moon Mountain	Ocotillo	Orangewood	Washington	Service Annex	Multiple Sites (Irrigation Control)	Mountain Sky	Abraham Lincoln	Desert Foothills
1	Lighting	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓
2	Building Automation System	✓	✓									
3	Replace Package Units	✓	✓									
10	Water Efficiency Upgrades		✓	✓	✓	✓	✓					
12	Irrigation Controls	✓	✓	✓	✓	✓		✓	✓			



Financial Projection - 4.5%

Year	Utility Savings	Total Savings	Lease Payments	M&V	Total Cost*	Net Cash Flow
1	\$ 481,519	\$ 481,519	\$ 457,033	\$ 23,157	\$ 480,189	\$ 1,329
2	\$ 496,205	\$ 496,205	\$ 470,984	\$ 23,851	\$ 494,835	\$ 1,370
3	\$ 511,339	\$ 511,339	\$ 485,360	\$ 24,667	\$ 509,927	\$ 1,412
4	\$ 526,935	\$ 526,935	\$ 500,176	\$ 25,304	\$ 525,480	\$ 1,455
5	\$ 543,007	\$ 543,007	\$ 515,444	\$ 26,063	\$ 541,507	\$ 1,499
6	\$ 559,568	\$ 559,568	\$ 531,178	\$ 26,845	\$ 558,023	\$ 1,545
7	\$ 576,635	\$ 576,635	\$ 547,393	\$ 27,650	\$ 575,043	\$ 1,592
8	\$ 594,222	\$ 594,222	\$ 564,102	\$ 28,480	\$ 592,582	\$ 1,641
9	\$ 612,346	\$ 612,346	\$ 581,321	\$ 29,334	\$ 610,655	\$ 1,691
10	\$ 631,023	\$ 631,023	\$ 599,066	\$ 30,214	\$ 629,280	\$ 1,743
11	\$ 650,269	\$ 650,269	\$ 617,353	\$ 31,121	\$ 648,473	\$ 1,796
12	\$ 670,102	\$ 670,102	\$ 636,197	\$ 32,054	\$ 668,252	\$ 1,851
13	\$ 690,540	\$ 690,540	\$ 655,617	\$ 33,016	\$ 688,633	\$ 1,907
14	\$ 711,602	\$ 711,602	\$ 675,630	\$ 34,006	\$ 709,637	\$ 1,965
15	\$ 733,306	\$ 733,306	\$ 696,254	\$ 35,027	\$ 731,280	\$ 2,025
Totals	\$ 8,988,618	\$ 8,988,618	\$ 8,533,108	\$ 430,689	\$ 8,963,797	\$ 24,821

Project Turnkey Price: \$5,864,900

Financed Amount: \$5,864,900

Finance Rate: 4.50%

Estimated Rate of Inflation: 3.1%

Rebate: \$300,000


Operational Savings: \$20,000 per year

Financial Projection - 3.45%						
Washington Elementary CASH FLOW						
Year	Utility Savings	Total Savings	Lease Payments	M&V	Total Cost*	Net Cash Flow
1	\$ 481,519	\$ 481,519	\$ 420,214	\$ 23,157	\$ 443,370	\$ 38,148
2	\$ 496,205	\$ 496,205	\$ 433,041	\$ 23,851	\$ 456,892	\$ 39,313
3	\$ 511,339	\$ 511,339	\$ 446,259	\$ 24,567	\$ 470,826	\$ 40,513
4	\$ 526,935	\$ 526,935	\$ 459,882	\$ 25,304	\$ 485,186	\$ 41,749
5	\$ 543,007	\$ 543,007	\$ 473,920	\$ 26,063	\$ 499,983	\$ 43,024
6	\$ 559,568	\$ 559,568	\$ 488,386	\$ 26,845	\$ 515,231	\$ 44,337
7	\$ 576,635	\$ 576,635	\$ 503,294	\$ 27,650	\$ 530,945	\$ 45,691
8	\$ 594,222	\$ 594,222	\$ 518,657	\$ 28,480	\$ 547,137	\$ 47,085
9	\$ 612,346	\$ 612,346	\$ 534,489	\$ 29,334	\$ 563,824	\$ 48,523
10	\$ 631,023	\$ 631,023	\$ 550,805	\$ 30,214	\$ 581,019	\$ 50,004
11	\$ 650,269	\$ 650,269	\$ 567,618	\$ 31,121	\$ 598,739	\$ 51,530
12	\$ 670,102	\$ 670,102	\$ 584,945	\$ 32,054	\$ 616,999	\$ 53,103
13	\$ 690,540	\$ 690,540	\$ 602,800	\$ 33,016	\$ 635,816	\$ 54,724
14	\$ 711,602	\$ 711,602	\$ 621,201	\$ 34,006	\$ 655,207	\$ 56,394
15	\$ 733,306	\$ 733,306	\$ 640,163	\$ 35,027	\$ 675,190	\$ 58,116
Totals	\$ 8,988,618	\$ 8,988,618	\$ 7,845,675	\$ 430,689	\$ 8,276,364	\$ 712,254

Project Turnkey Price: \$5,864,900
 Financed Amount: \$5,864,900
 Finance Rate: 3.45%
 Estimated Rate of inflation: 3.1%
 Rebate: \$300,000
 Operational Savings: \$20,000 per year

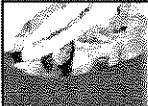
Estimated Construction Table						
16	Washington Elementary School District	243 days	Wed 11/5/14			
17	Contract Execution / Financing	1 day	Wed 11/5/14			
18	Material Procurement	6 days	Fri 11/8/14			
19	Anticipated Installation Schedule	206 days	Mon 3/17/15			
20	Covered Installation	139 days	Mon 3/17/15			
21	Lighting Installation	200 days	Mon 3/17/15			
22	Mechanical Installation	60 days	Mon 4/14/14			
23	Domestic Water Upgrades	45 days	Mon 6/2/15			
24	Irrigation Moisture Controls	60 days	Mon 4/27/14			
25	Owner Training	14 days	Mon 12/1/14			
26	Substantial Completion	1 day	Fri 12/18/14			

Washington Elementary School District
 Date: 11/1/13




Benefits

- **Benefits to Washington Elementary School District**
 - Enhanced safety, comfort and energy efficiency
 - Flexible and expandable solutions
 - Decreased operating and maintenance costs
 - Measure and verification service
 - GUARANTEED net savings (savings pays for project)




Environmental Impact Per Year


868 Barrels of Oil Consumed

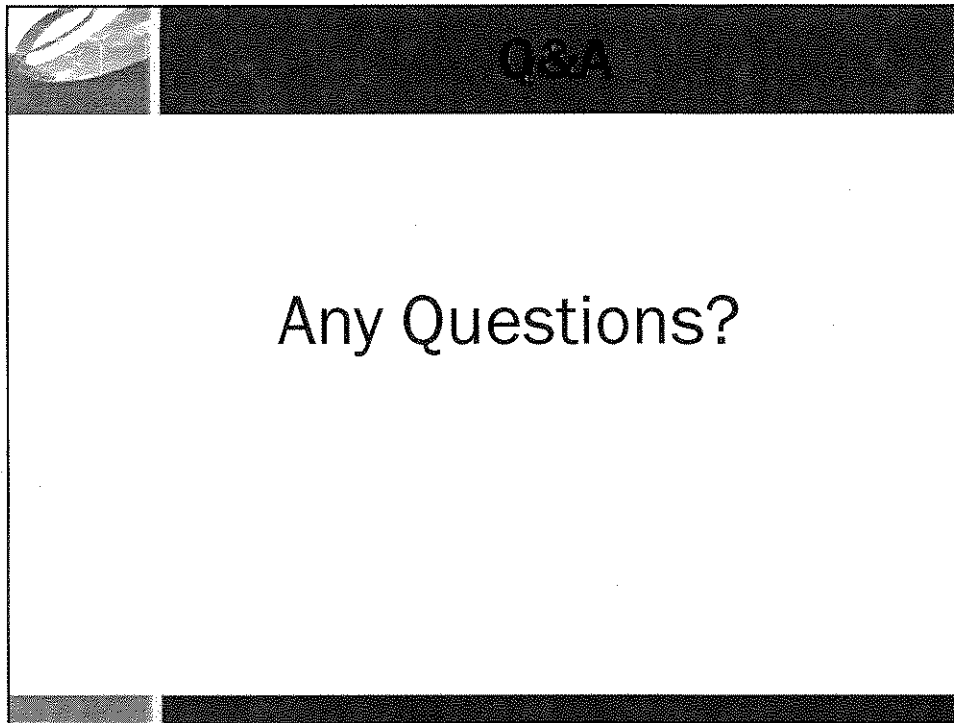


355 Acres of Forest Planted



245 Cars Off the Road





WASHINGTON ELEMENTARY SCHOOL DISTRICT No. 6

TO:	Governing Board	<u> </u>	Action
		<u> </u>	
FROM:	Dr. Susan J. Cook, Superintendent	<u> </u>	Discussion
		<u> </u>	Information
DATE:	December 12, 2013	<u> </u>	1st Reading
AGENDA ITEM:	<u>2013 Accountability Update - Assessment Report: Part Two</u>		
INITIATED BY:	<u>Janet Sullivan, Assistant Superintendent for Academic Services</u>	SUBMITTED BY:	<u>Janet Sullivan, Assistant Superintendent for Academic Services</u>
PRESENTER AT GOVERNING BOARD MEETING:	<u>Janet Sullivan, Assistant Superintendent for Academic Services</u>		
GOVERNING BOARD POLICY REFERENCE OR STATUTORY CITATION:	<u>BBA</u>		

SUPPORTING DATA

Funding Source: N/A
Budgeted: N/A

On November 14, 2013, the Governing Board was provided information about the revised accountability systems meeting both federal and state requirements and the Spring 2013 results of assessments administered in Arizona to measure student achievement, Arizona's Instrument to Measure Standards (AIMS) and the Stanford 10.

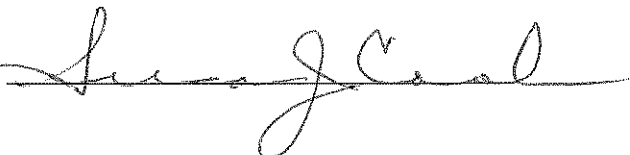
The purpose of this agenda item, Part Two of the 2013 Accountability Update, is to provide the Board with information on District assessments in the areas of Reading/Language Arts and Mathematics and how data from these assessments are utilized at the District and school levels. District assessments, aligned with Arizona Academic Standards and District curricula, include screening, diagnostic, formative and benchmark assessments. This protocol has changed over time to focus less on summative assessment and more on data to inform instruction throughout the school year.

A PowerPoint presentation providing an overview of District assessments and how the data are utilized is attached. A brief synopsis of the PowerPoint will be presented.

SUMMARY AND RECOMMENDATION

No action required.

Superintendent



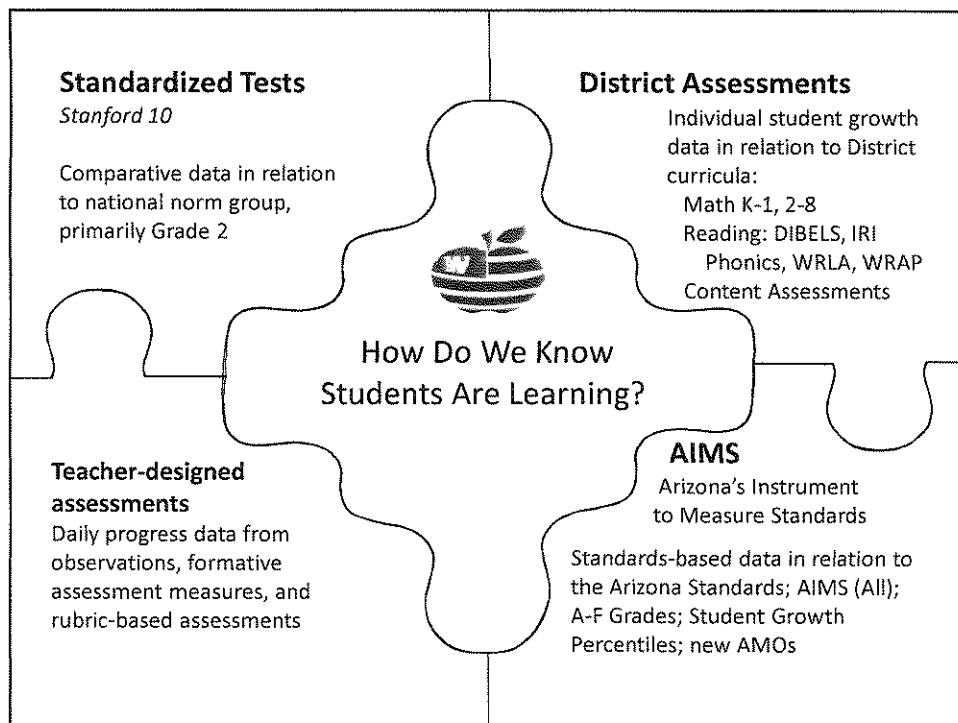
Board Action	Motion	Second	Aye	Nay	Abstain
Adams					
Graziano					
Jahneke					
Lambert					
Maza					

Agenda Item IV.A.

2012-2013 Accountability Update

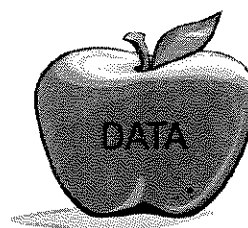


Assessment Report: Part 2 District Assessments



District Assessments

- Mathematics
 - grades K, 1 and partially 2
 - grades 2-8
 - Grades 3-8 compared to AIMS
- Reading
 - Phonics Screener/IRI grades K-3
 - WRLA Grades 3-8
 - WRAP Grades 7 and 8
 - DIBELS Next and AIMS Scores



2012-2013 Mathematics in Grades K-3 Implemented Arizona's College and Career Ready Mathematics Standards

Sample Domains	
Kindergarten	First Grade
Counting and Cardinality	Operations and Algebraic Thinking
Operations and Algebraic Thinking	Number and Operations in Base Ten
Number and Operations in Base Ten	Measurement and Data
Measurement and Data	Geometry
Geometry	Mathematical Practices
Mathematical Practices	

K-2 Mathematics Assessments

- Revised K-2 observables to 2010 Arizona College and Career Ready Standards
- Revised new math portfolio for K-2
- Refined Intranet data collection and reporting application



Mathematics Grades 3-8



Continued assessment of the 2008 Mathematics Standards, composed of five strands:

Number Sense, Data Analysis, Algebra, Geometry and Measurement, and Structure/Logic

Changes:

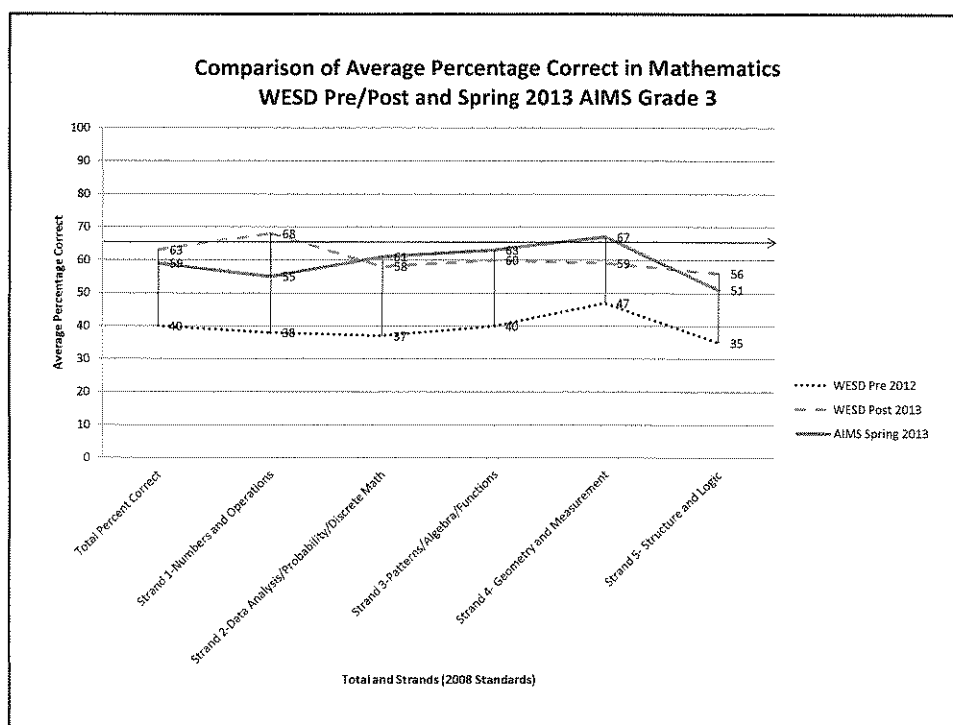
- Revised items matching both 2008 and 2010 standards to more closely align with the rigor of the 2010 standards
- Provided double identification with coding structure for 2008 and 2010 Arizona College and Career Ready Mathematics Standards

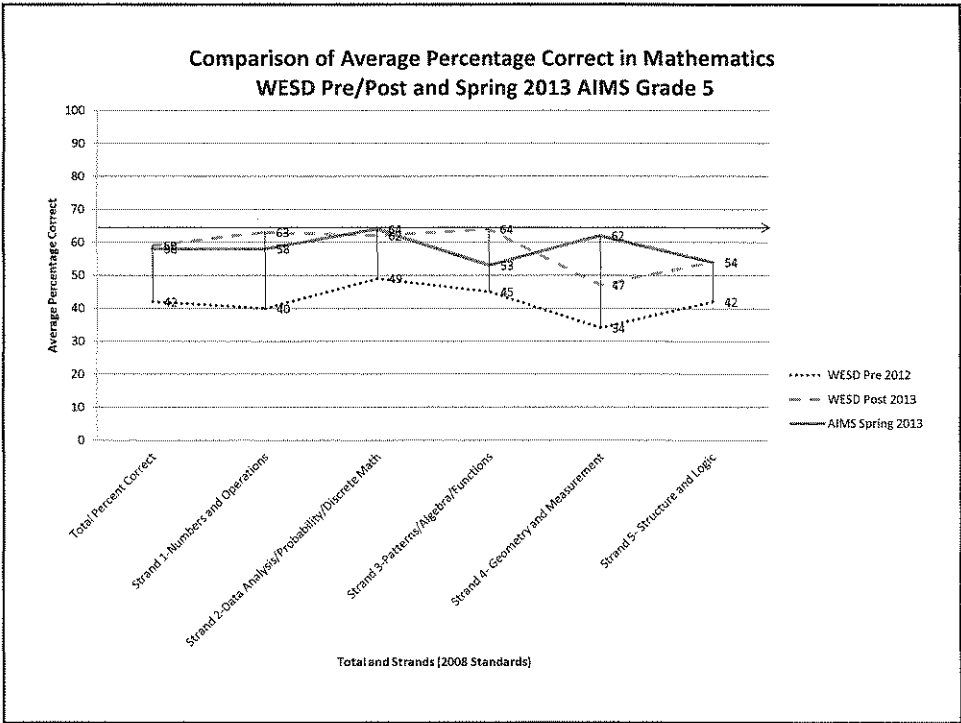
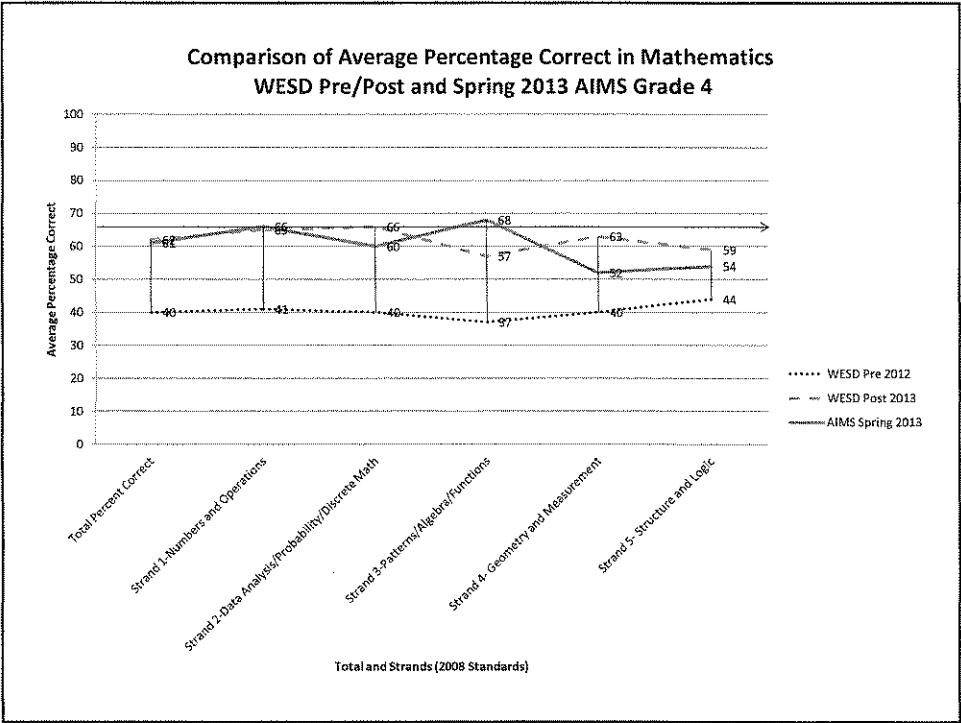
Tests in grades 3-8 remained aligned to the blueprint for Arizona's Instrument to Measure Standards

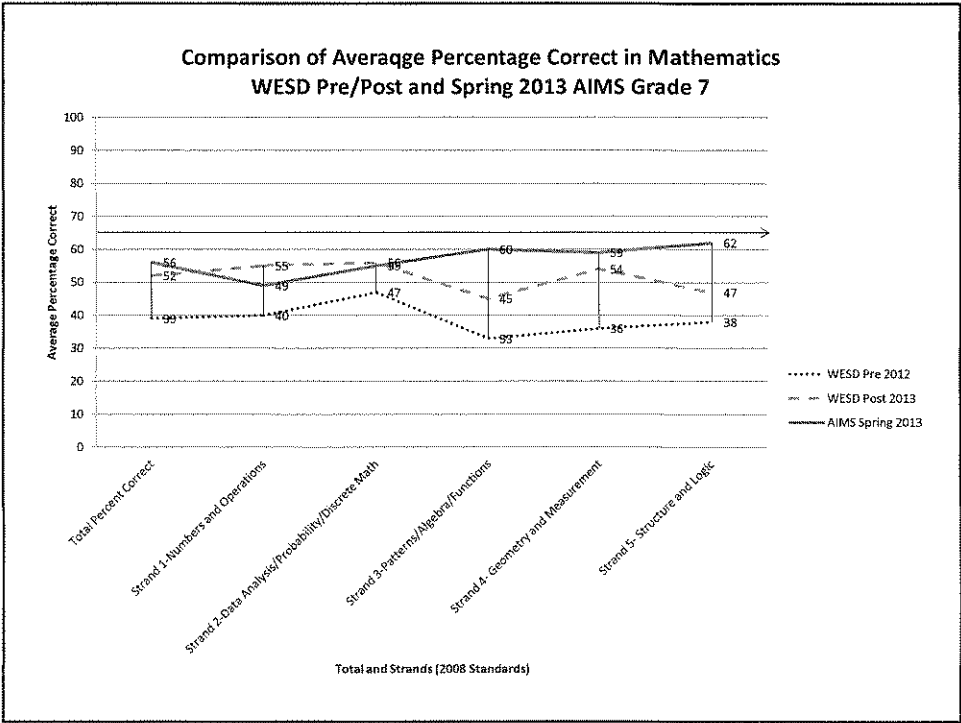
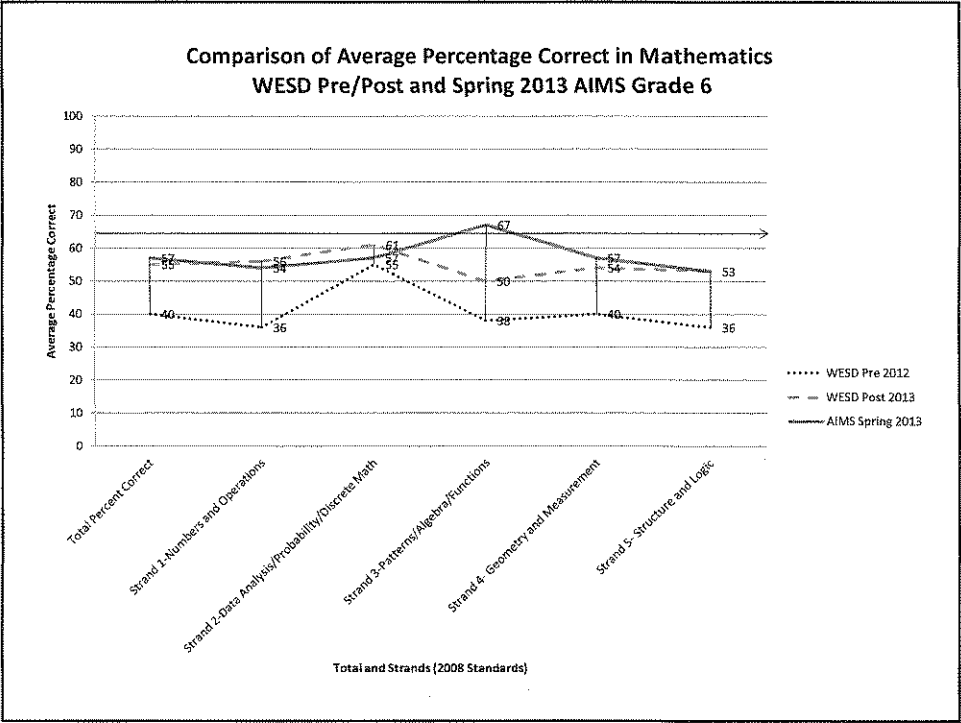
District: AIMS Mathematics Grades 3-8

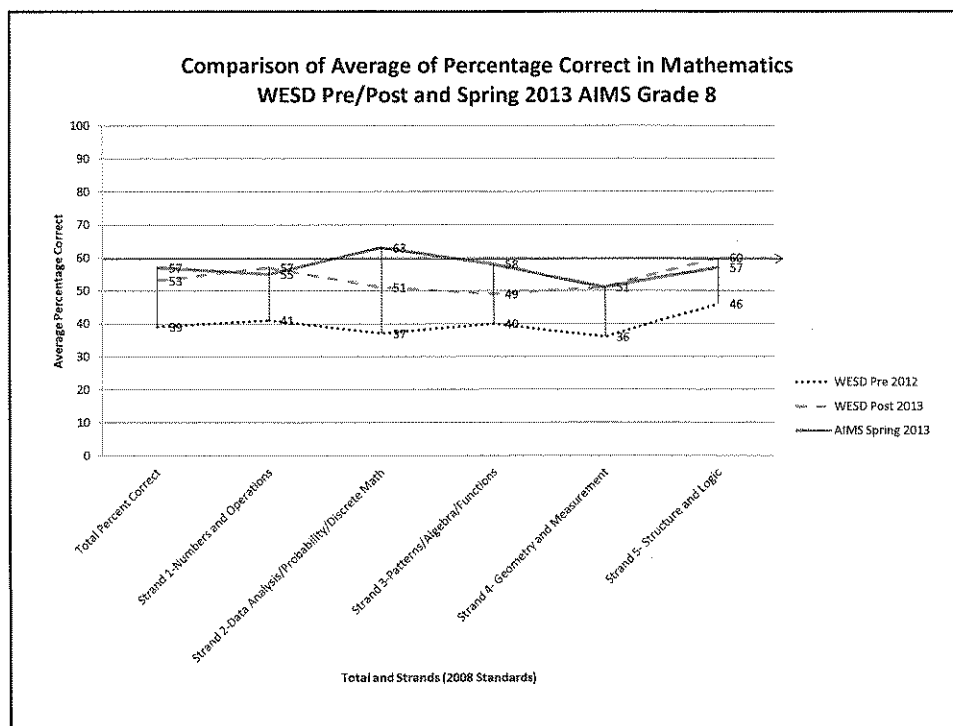
Data were analyzed to:

- Compare beginning-of-year District assessments with those at end-of-year
 - Pre and post tests appear to be parallel forms
- Compare total and strand scores for end-of-year District and AIMS tests
 - The total percent correct is within 2-4 percent in comparing WESD end-of-year tests and AIMS in grades 3-8
 - Variation at the strand and concept level was seen in:
 - Grade 3-Numbers and Operations
 - Grade 4-Algebra and Patterns and Geometry and Measurement
 - Grade 5-Algebra and Patterns and Geometry and Measurement
 - Grade 6-Algebra and Patterns
 - Grade 7-Algebra and Patterns
 - Grade 8-Data Analysis and Probability (full alignment in Geometry and Measurement, a previous concern)



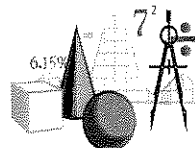


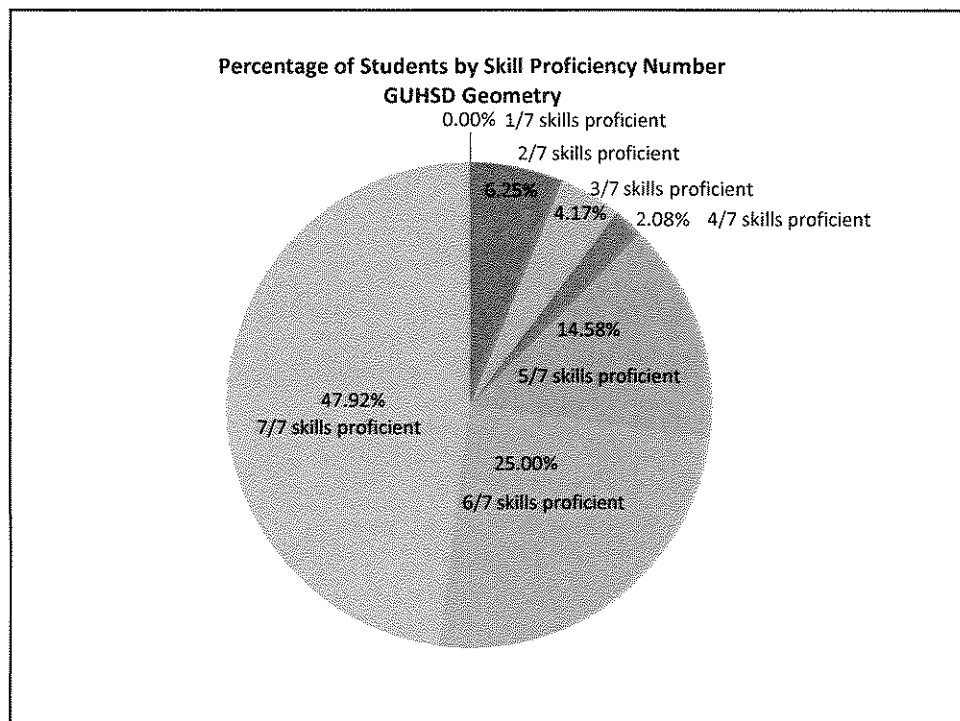
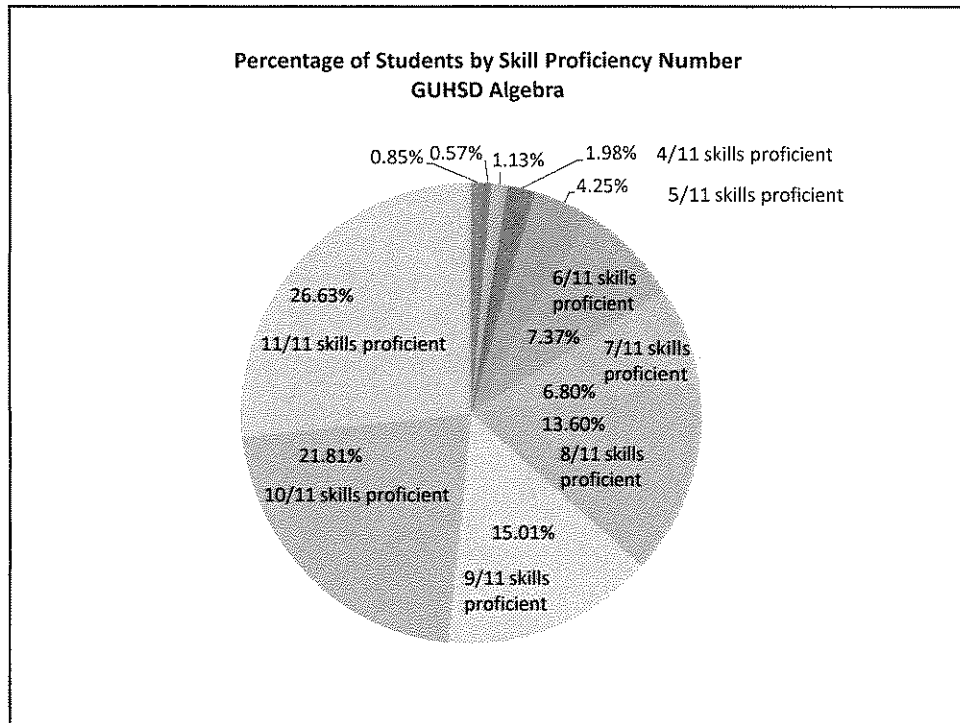




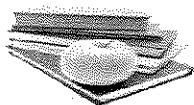
Glendale Union High School Mathematics Curriculum for Washington Elementary Advanced Students

Algebra - 353 students
Geometry - 48 students





WESD Reading Language Arts Assessments



- Phonics Analysis in grades K-3 aligned with Arizona's College and Career Ready Standards
- Individual Reading Inventory for grades K-3
- WRLA- Washington Reading Language Arts for grades 3-6
- WRAP- Washington Reading Assessment Profile for grades 7-8
- DIBELS Next for grades K-6

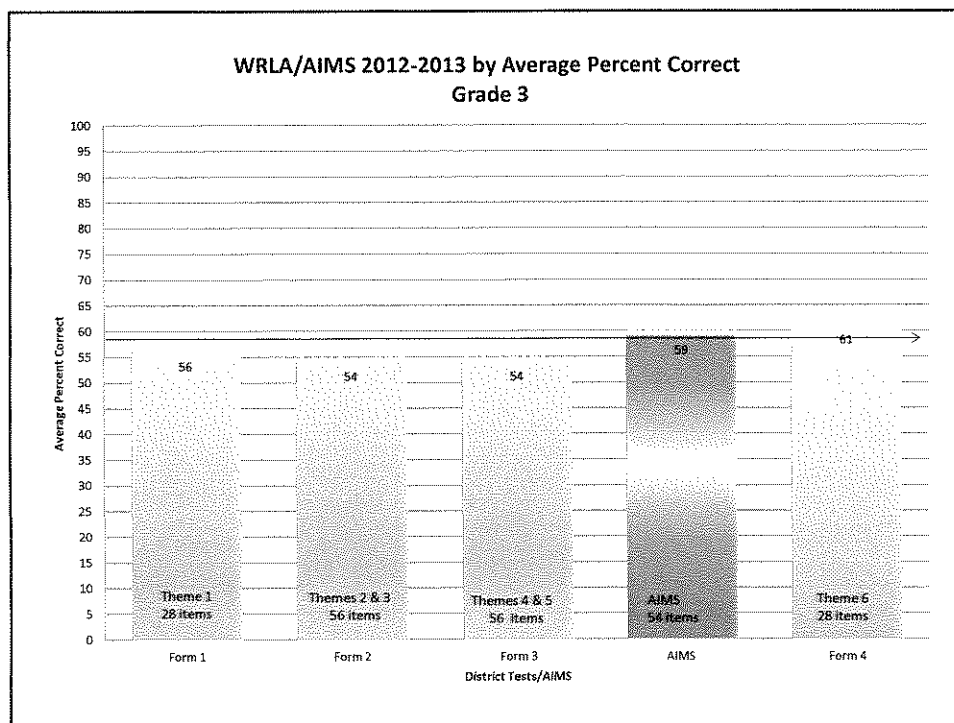
Washington Reading Language Arts (WRLA) Grades 3-6

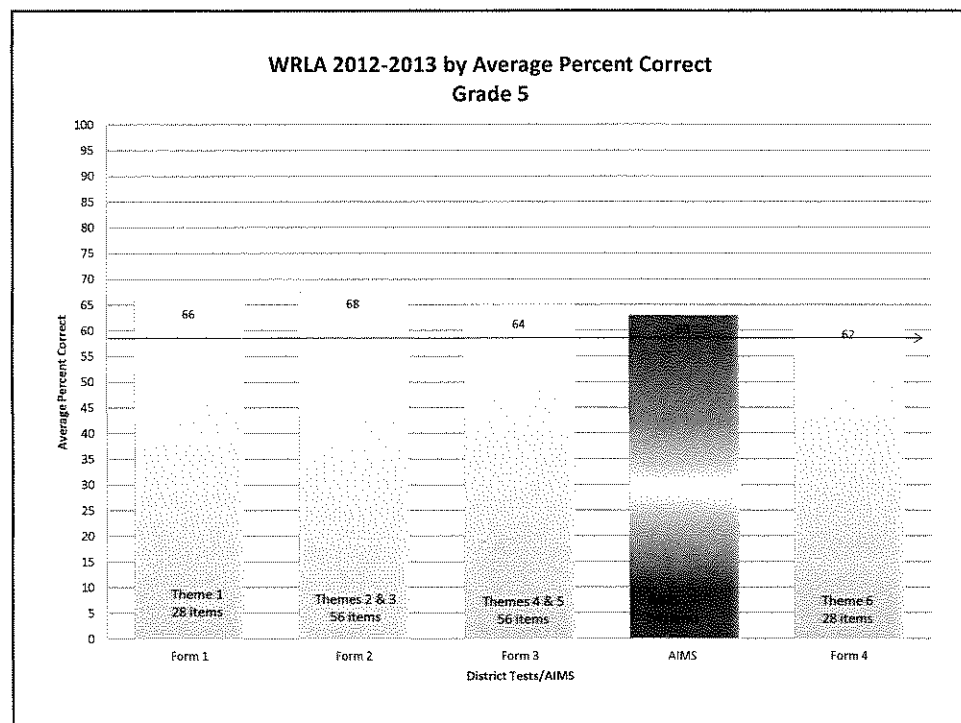
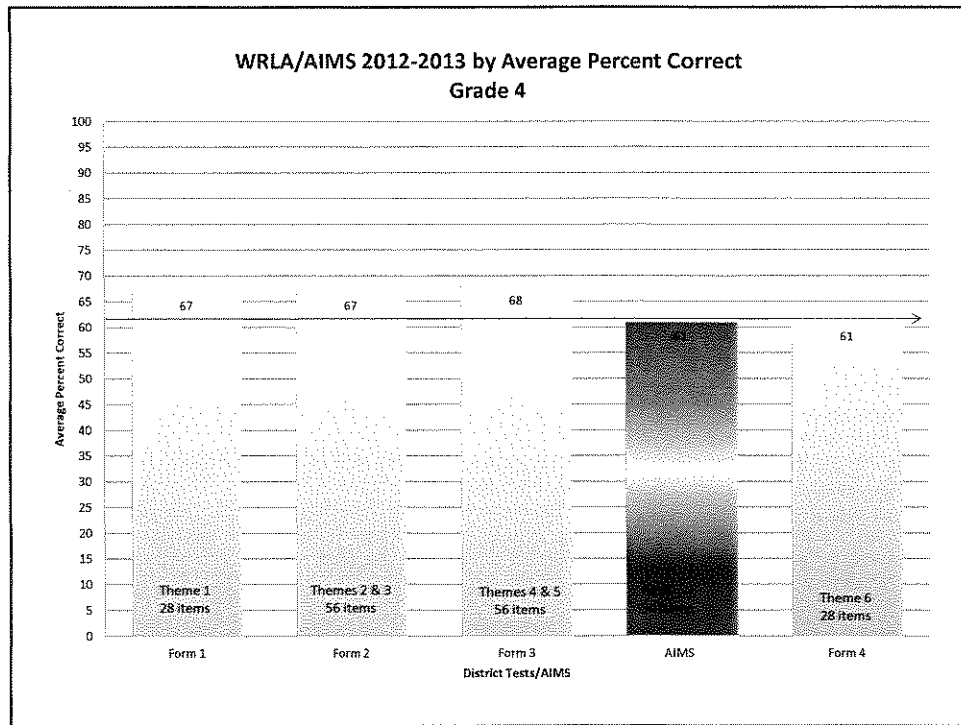
Four benchmark Reading Comprehension AIMS-formatted assessments using *Storytown* materials were administered. These assessments reflected student performance relative to the content taught in the given themes and data were used to identify concepts and objectives for review, reteaching, and intervention.

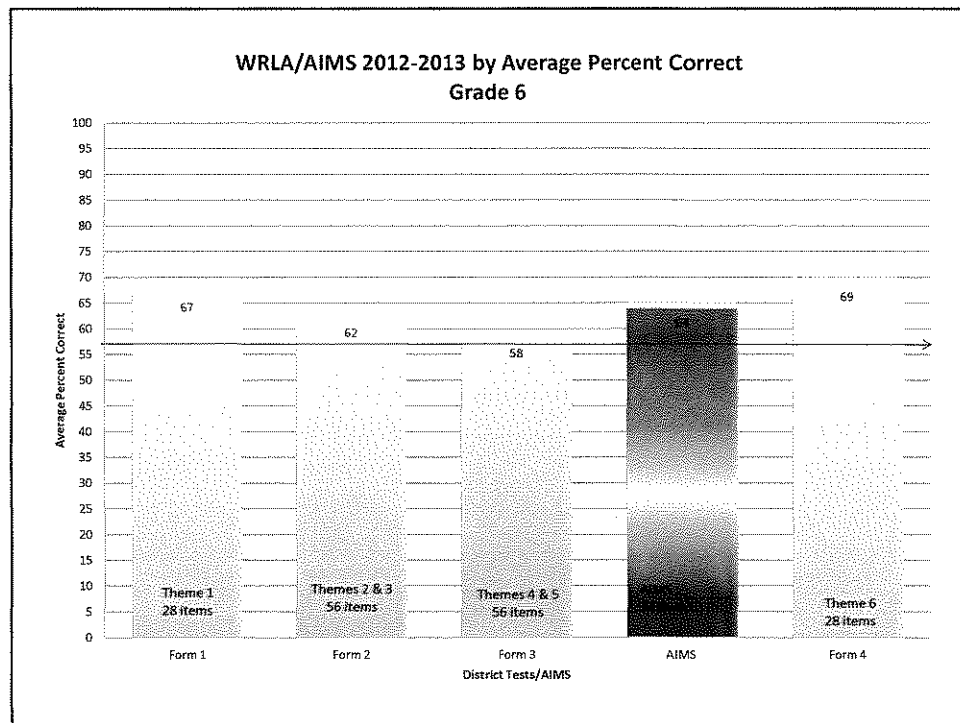


District Reading Assessment and AIMS Performance

- In grades 3-6, the assessments measure different concepts within the standards as taught in the different themes. Tests 2 and 3 reflect two themes each, while tests 1 and 4 reflect one, thus have half the number of items.
- The 3-6 assessments are less a measure of growth; instead they reflect mastery of content taught in each theme.
- The percent correct on District end-of-year and AIMS is comparable at all grade levels.

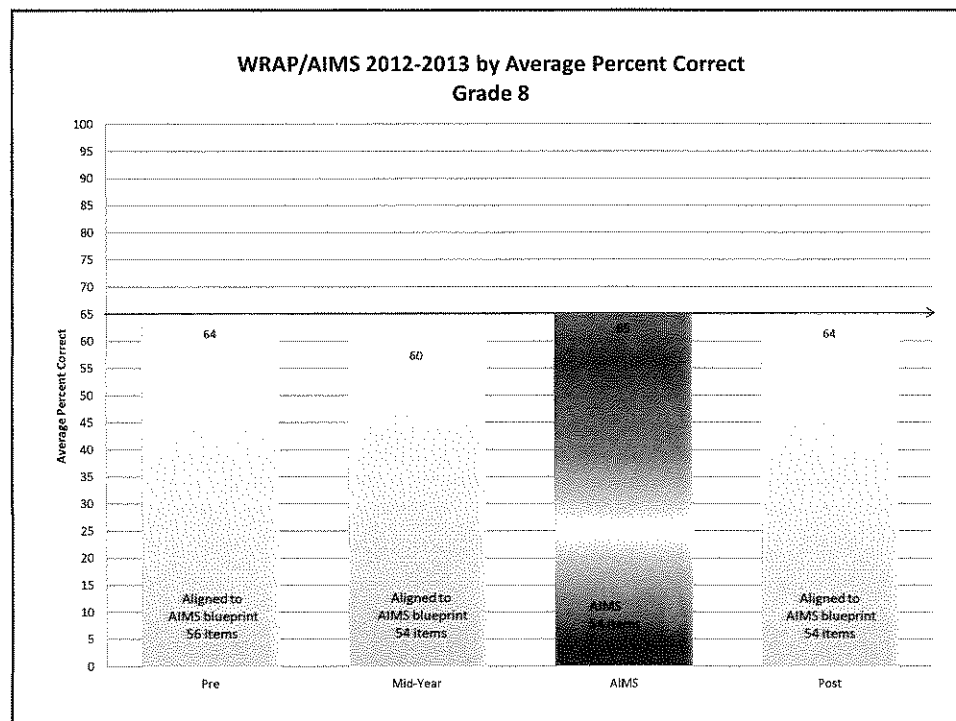
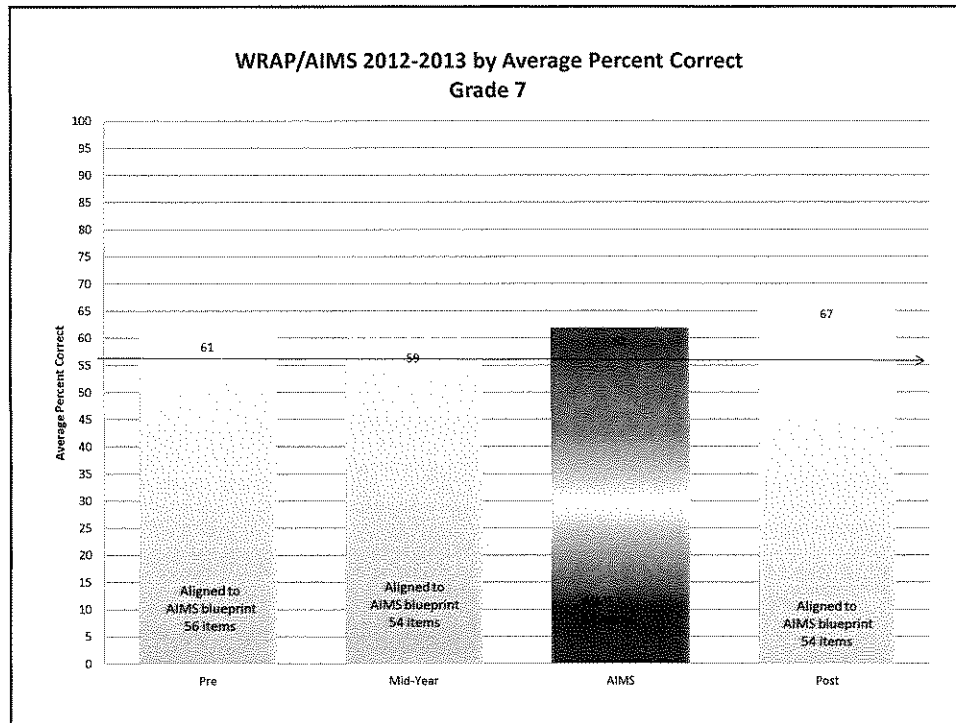






Washington Reading Assessment Profile (WRAP) Grades 7-8

- WESD-created Reading Assessment developed using items and passages from the adopted text
- Aligned to the Arizona Standards
- Blueprinted to AIMS based upon the number of items per concept however, the genre of the text selections vary across forms
- Used as a diagnostic tool to guide instruction for AIMS rather than as a pre-post measure
- Contains ten language questions



District Reading Assessment Data

For grades 7 and 8, the three tests are aligned with the blueprint by strand and concept. While the Lexile levels of passages are comparable, the genre of the reading passages varies among forms as does the difficulty level of individual questions based upon the reading selection. The assessments are less about growth across the three forms and more about the different forms of genre students are expected to read and comprehend.

Dynamic Indicators of Basic Early Literacy Skills K-6 DIBELS Next

- Set of standardized measures of early and ongoing literacy development
- DIBELS Next data are used as part of the Response to Intervention model. In conjunction with phonics analysis, an individual reading inventory in grades K-3, and the core reading program assessments in grades 3-6, DIBELS Next data are utilized to identify students' needs for reteaching and intervention.

Administration of DIBELS Next Indicators by Grade Level and Time Period

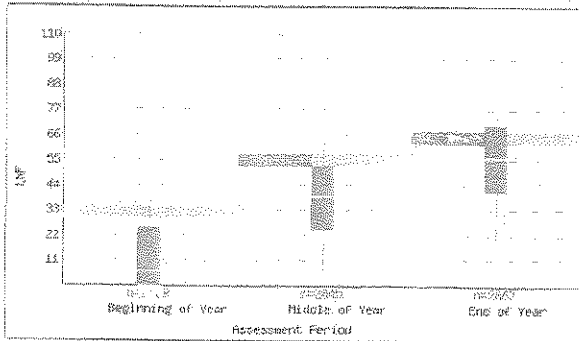
Indicator	Kindergarten			Grade 1			Grade 2			Grades 3-6
	Beginning of Year	Middle of Year	End of Year	Beginning of Year	Middle of Year	End of Year	Beginning of Year	Middle of Year	End of Year	Each Period
First Sound Fluency (FSF)	X	X								
Letter Naming Fluency (LNF)	X	X	X	X						
Phoneme Segmentation Fluency (PSF)		X	X	X						
Nonsense Word Fluency (NWF)										
-CLS*		X	X	X	X	X	X			
-WWR**		X	X	X	X	X	X			
DIBELS Oral Reading Fluency (DORF) including Retell					X	X	X	X	X	X
Date										X

*CLS = Correct Letter Sounds

**WWR = Whole Words Read

Yearly Box Plot - DIBELS Next

District: Washington ESD #6
 School: Alhambra
 Grade: Kindergarten
 Year: 2012-2013
 Measure: Letter Naming Fluency
 Need For Support: Recommended Goals



Measure	Score	Percentile
Letter Naming Fluency	140	95
Letter Naming Fluency	135	90
Letter Naming Fluency	130	85
Letter Naming Fluency	125	80
Letter Naming Fluency	120	75
Letter Naming Fluency	115	70
Letter Naming Fluency	110	65
Letter Naming Fluency	105	60
Letter Naming Fluency	100	55
Letter Naming Fluency	95	50
Letter Naming Fluency	90	45
Letter Naming Fluency	85	40
Letter Naming Fluency	80	35
Letter Naming Fluency	75	30
Letter Naming Fluency	70	25
Letter Naming Fluency	65	20
Letter Naming Fluency	60	15
Letter Naming Fluency	55	10
Letter Naming Fluency	50	5
Letter Naming Fluency	45	0

50th Percentile
 60th Percentile
 70th Percentile
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 95th Percentile
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Benchmark Goals

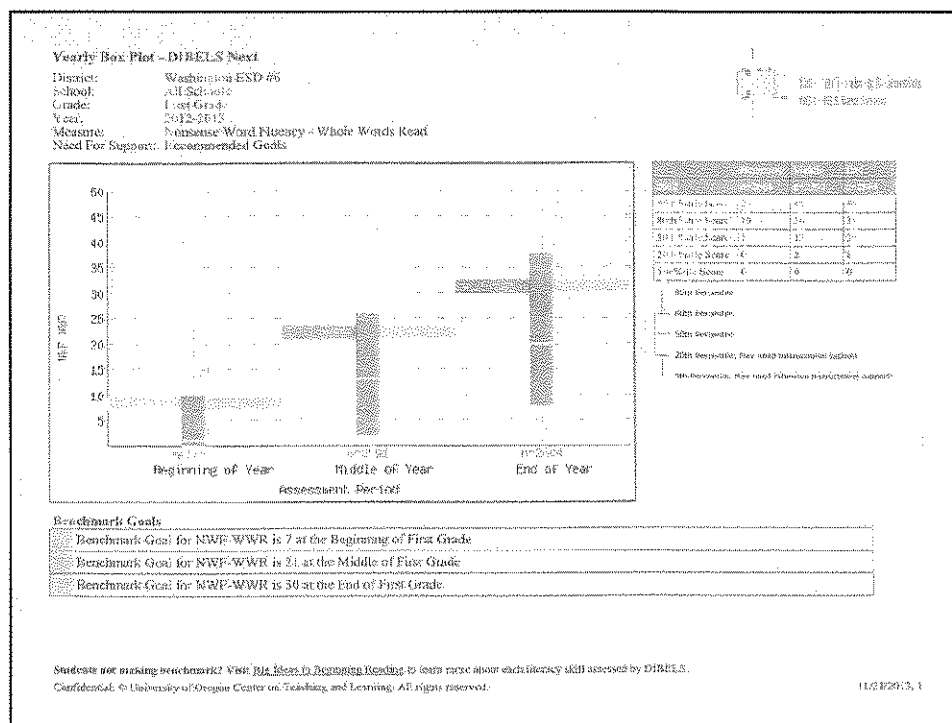
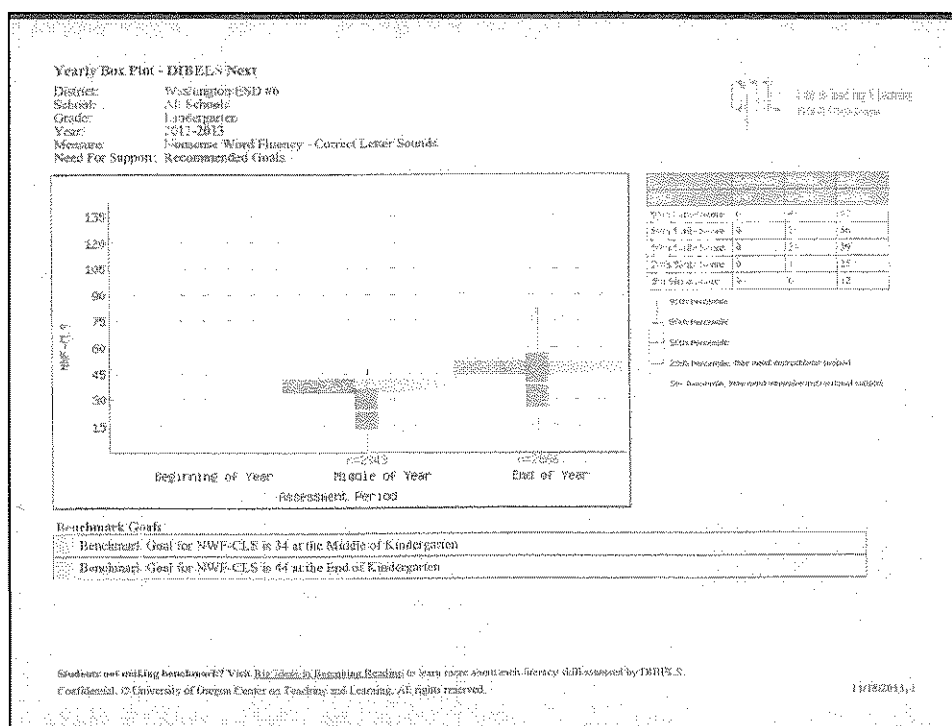
Benchmark Goal for LNF is 29 at the Beginning of Kindergarten

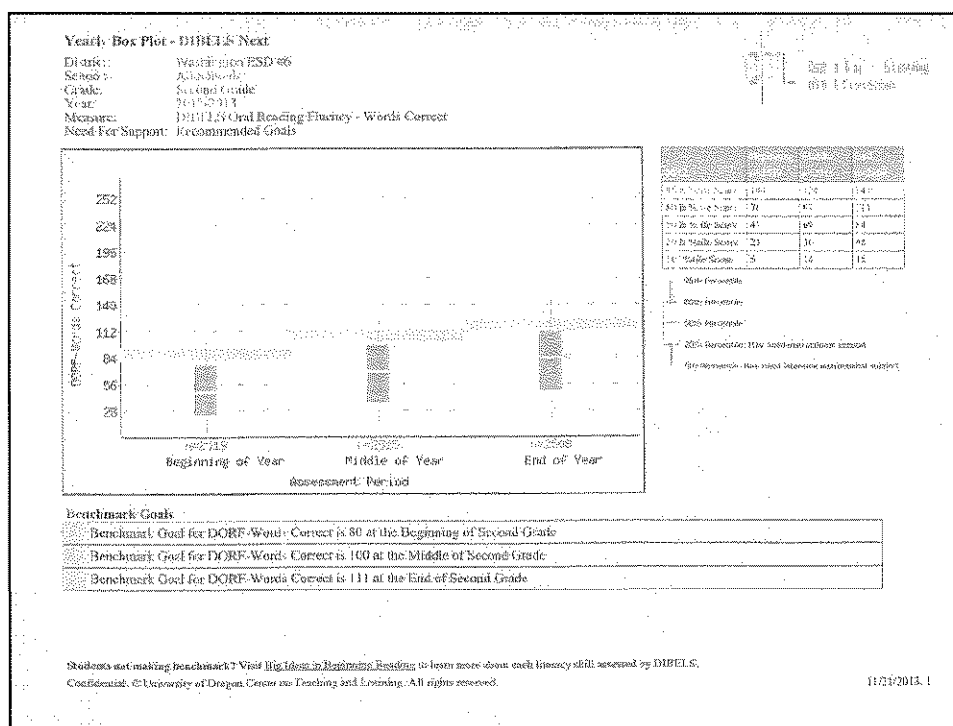
Benchmark Goal for LNF is 52 at the Middle of Kindergarten

Benchmark Goal for LNF is 62 at the End of Kindergarten

Students not meeting benchmark? Visit www.dibels.org in Reading Response to learn more about each literacy skill assessed by DIBELS.
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11/8/2013, 1





K-2 DIBELS Next Analysis

The benchmark for each of the subtests increases from the beginning to the middle to the end of the year. As the year progresses, more students are approaching benchmark with significant growth.

- Kindergarteners enter without knowing the letter names, and exit with letter sounds in the benchmark range.
- First graders begin the year with minimal whole word/sound fluency and the gap widens considerably in the number of nonsense words read by end of year.
- In second grade, there is a much narrower gap in the number of words read in a passage of text and the oral reading fluency of students, while below benchmark, data show steady growth.

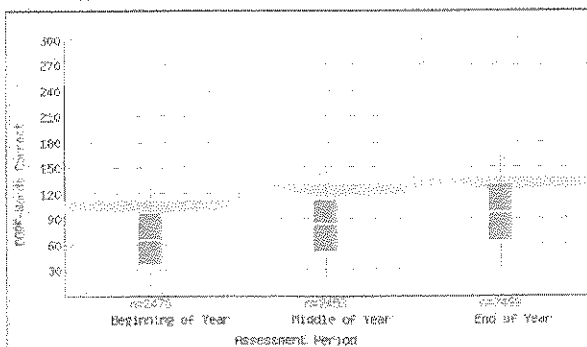
K-6 DIBELS Next - DAZE

- DAZE- (a cloze reading assessment) subtest was added for 2011-2012 in grades 3-6
- Group administered at three benchmarks (Fall, Winter and Spring)
- DAZE assesses comprehension-students select one word that would make sense in context from a choice of three words

Yearly Box Plot - DIBELS Next

District: Washington ESD #6
 School: All Schools
 Grade: Third Grade
 Year: 2011-2012
 Measure: DIBELS Oral Reading Fluency - Words Correct
 Need For Support: Recommended Goals

DIBELS
 Level of Reading Fluency
 U.S. 3rd Grade



Measure	2010-2011	2011-2012
DIBELS Oral Reading Fluency - Words Correct	114	115
DIBELS Oral Reading Fluency - Words Correct	114	115
DIBELS Oral Reading Fluency - Words Correct	114	115
DIBELS Oral Reading Fluency - Words Correct	114	115
DIBELS Oral Reading Fluency - Words Correct	114	115
DIBELS Oral Reading Fluency - Words Correct	114	115
DIBELS Oral Reading Fluency - Words Correct	114	115
DIBELS Oral Reading Fluency - Words Correct	114	115
DIBELS Oral Reading Fluency - Words Correct	114	115
DIBELS Oral Reading Fluency - Words Correct	114	115

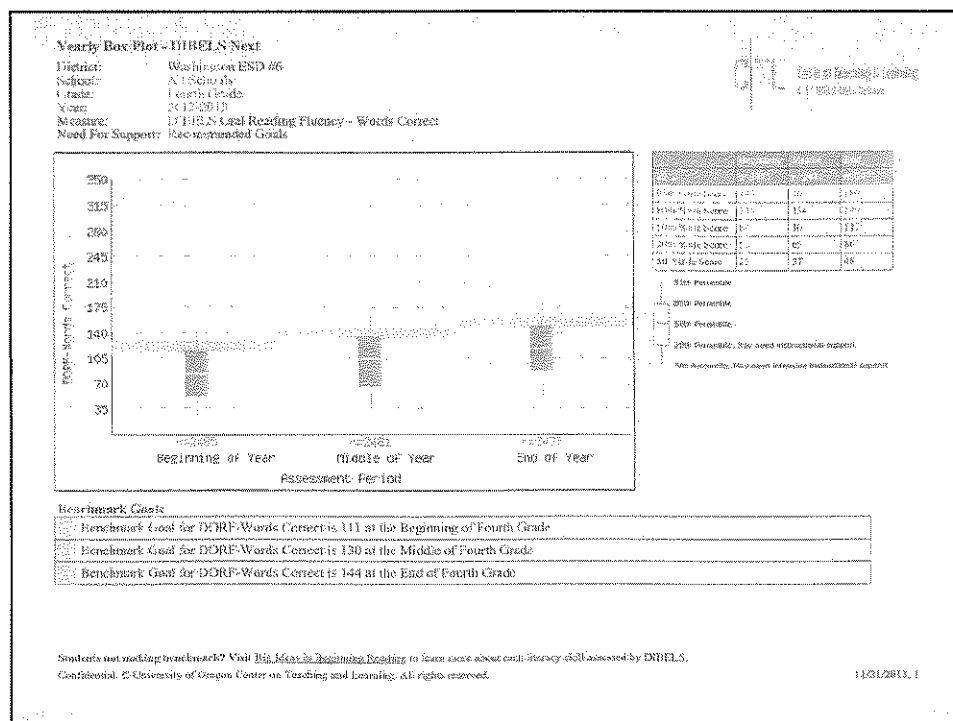
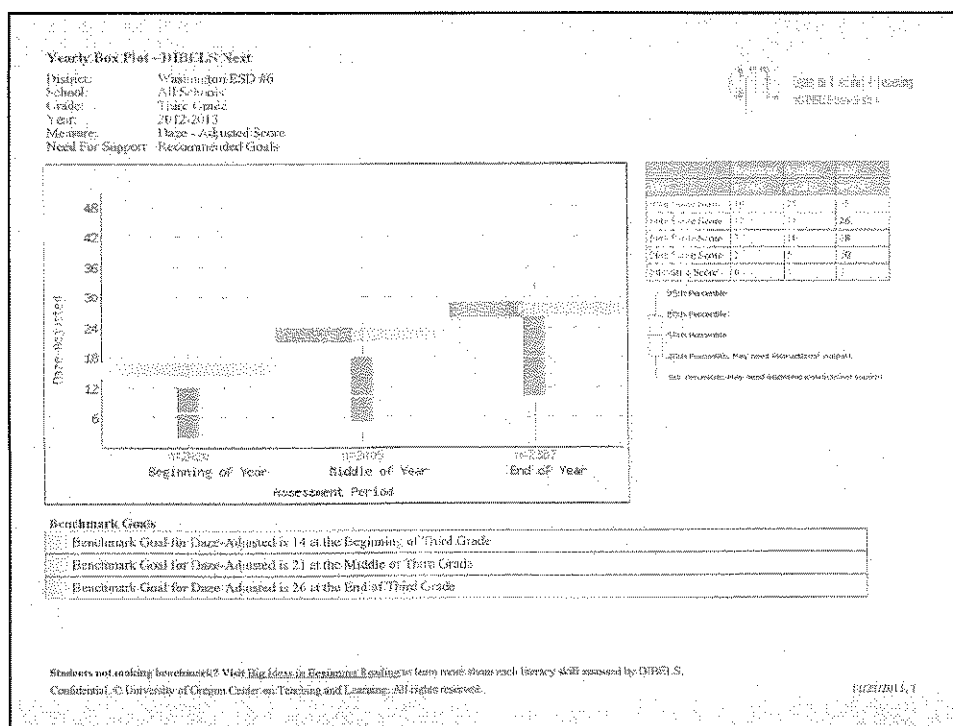
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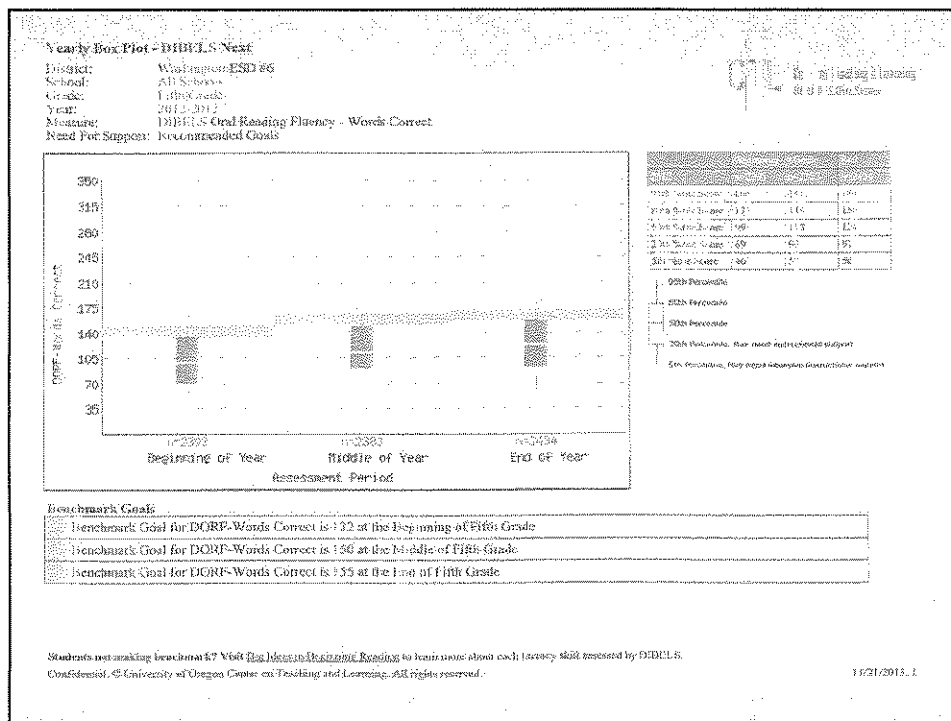
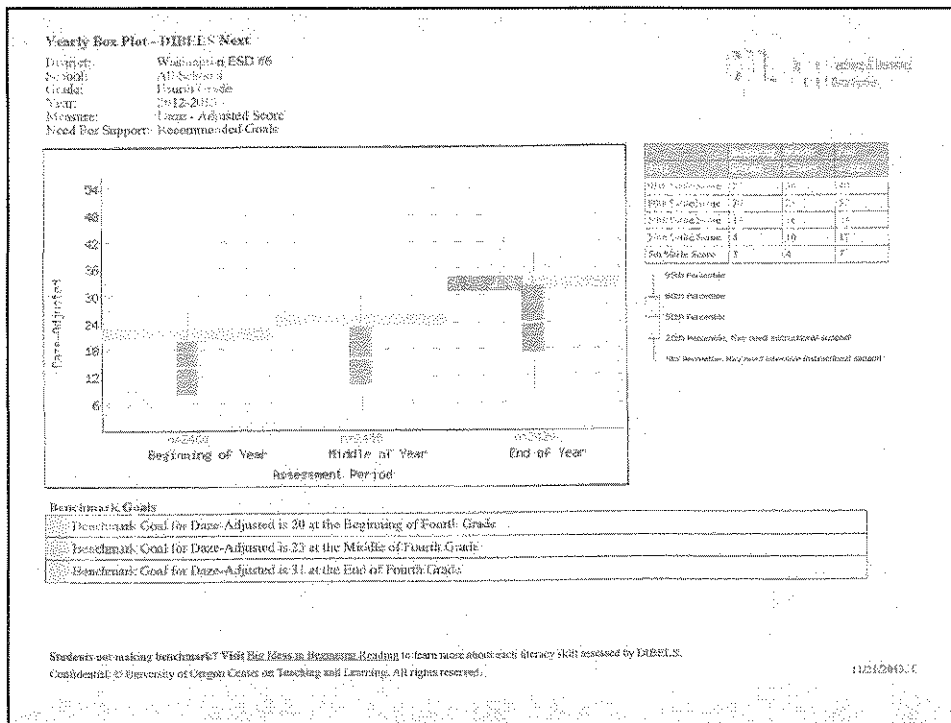
Benchmark Goals

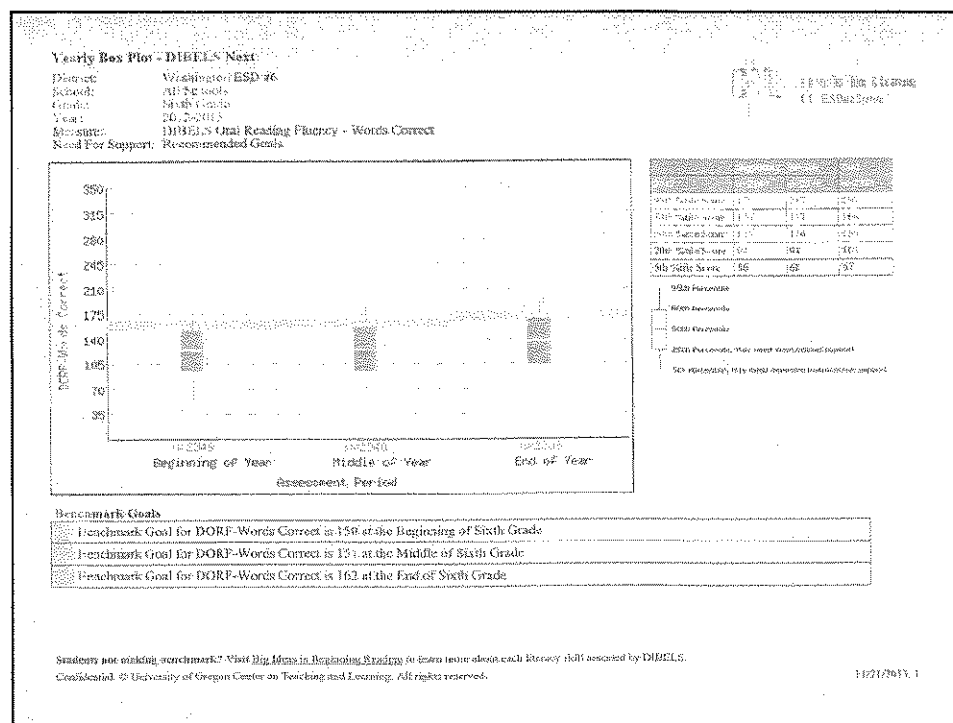
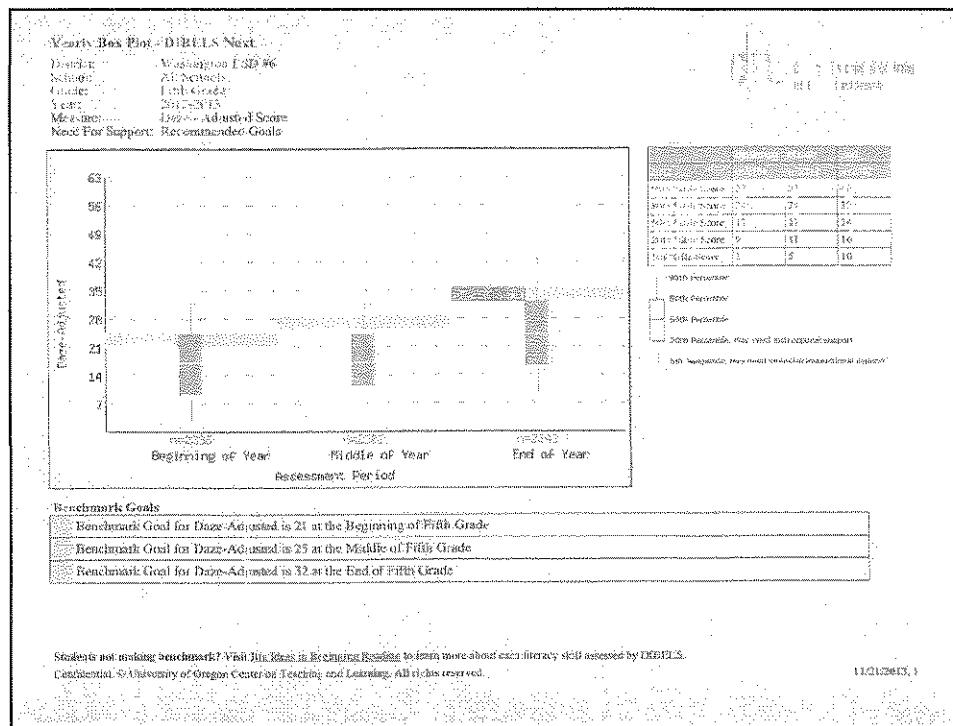
- Benchmark Goal for DORF-Words Correct is 97 at the Beginning of Third Grade
- Benchmark Goal for DORF-Words Correct is 115 at the Middle of Third Grade
- Benchmark Goal for DORF-Words Correct is 125 at the End of Third Grade

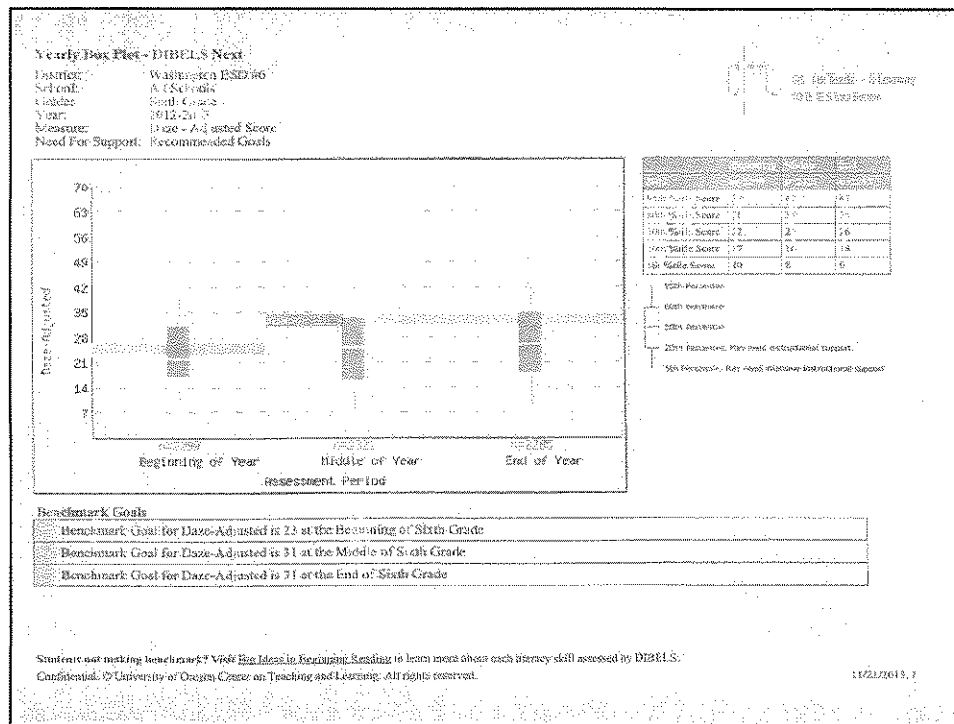
Students not making benchmark? Visit [this link for Beginning Reading](#) to learn more about each literacy skill assessed by DIBELS.
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3-6 DIBELS Next Analysis

Two assessments are utilized in grades 3-6: the first measures oral reading fluency through the number of words read correctly in a passage of text in one minute, and the second, comprehension measured through a cloze assessment

- There is a gap between ORF and DAZE in 3rd grade, with more students meeting/approaching benchmark in reading fluency and fewer meeting the comprehension goals.
- In 4th grade, this gap between ORF and DAZE is nearly closed, although the range evident in DAZE at end of year has widened.
- In 5th grade there is some difference, while at 6th grade, more students are at the 50th percentile and above on comprehension as measured by DAZE.

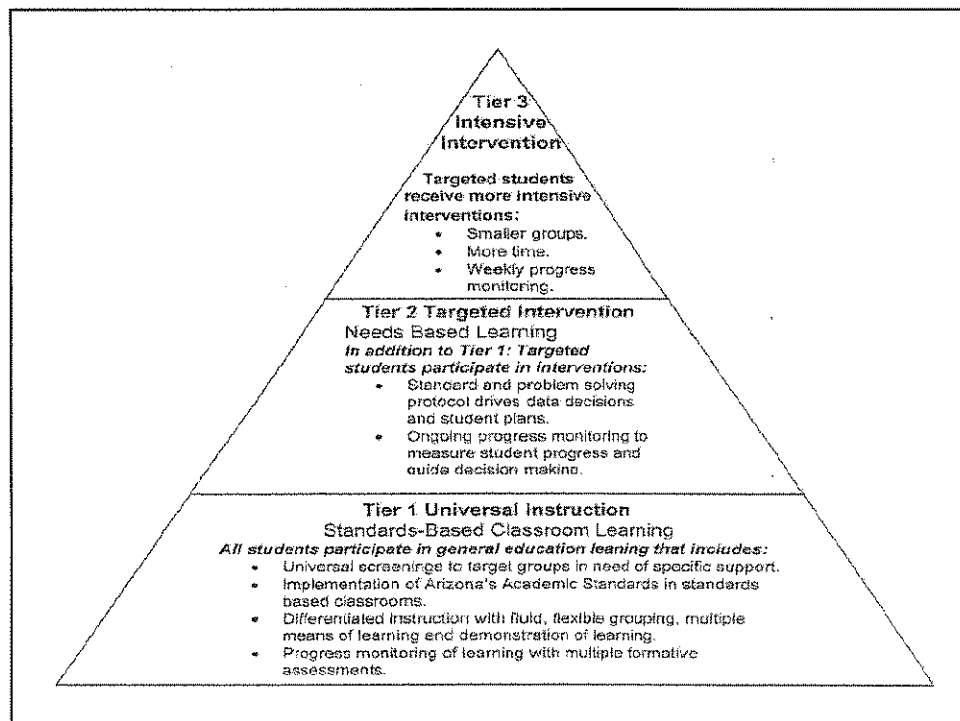
DIBELS Next and Phonics Analysis Data

•Controversy surrounds the use of the “former” and “recommended” DIBELS Next benchmarks, with one perhaps setting the bar too low and the other too high

•In the earlier grades, DIBELS data are utilized more as a prevention model through identification of skill deficits which may impede ongoing reading development. In later grades, the DORF and DAZE assessments are monitoring tools for fluency and comprehension.

•In general, the greater the gap between student’s performance and the DIBELS benchmarks, the greater the need for intervention. Students may require Tier 1 intervention within the classroom with re-teaching and more practice of specific skills. While students with multiple skill deficits require Tier 3 intense daily intervention in addition to the core reading instruction.

•Individual Phonics Analysis subtest data are utilized for diagnostic and prescriptive information for in-class small group and Tier 2 and 3 intervention.



ROADMAP

for school year 2013-2014 ...

Professional Learning Community Activities Include:

- Review of Continuous School Improvement Plans and SMART goals at the school, grade level and teacher levels focused on using data
- Individual student data reviews and goal setting
- Analysis of data for instructional planning and grouping of students for Tier 1, 2 and 3 Response to Intervention (RTI)
- Data dialogue days
- Creation of data walls and/or student data folders



Continuing.....

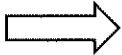

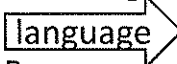
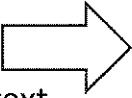


Transition

Towards



WESD 2012-2014 Assessment Updates

- K-1 Math Screener to  K-2 Math Portfolio
- 2013-2014 grade 3-8 Math Assessments BOY and EOY assess all 2010 concepts; mid-year test aligned with AIMS blueprint
- K-2 Phonics Screener to  K-3 Phonics Analysis and Word Recognition
- Addition of ten  language items to each form of WRLA and WRAP
- Narrative writing stand-alone prompt  to Expository prompts now based on text

Additional Changes Implemented 2012-13 Continuing Through 2014

- Noted on both Mathematics and Reading assessments, alignment with Arizona's College and Career Ready Standards where content matched to facilitate transition
- Analyzed content on both reading and mathematics assessments to increase the rigor of test items and to identify content to be moved to a different grade level



Additional Changes Implemented 2012-13 Continuing Through 2013-2014

Continuing to gather information from PARCC
(Partnership for Assessment of Readiness for College
and Career) to:



- Provide ongoing professional development in the content knowledge necessary for the curriculum, instruction and assessment shifts
- Modify District assessments in Mathematics and English Language Arts to fully align with Arizona's College and Career Ready Standards and PARCC assessment structures