

Kyrene De La Sierra
General PTO Meeting
Minutes
February 2017

Meeting called to order: 9:30 a.m.

Dr. Vesley's Report:

Dr. Vesley is committed to working for the kids and maximizing the student and school's overall development and success. The mission statement she presented described the goals she has moving forward; "improve school effectiveness and student learning".

A 300-page curriculum audit has been performed and is available on the district website for review. This audit has revealed that the focus and work that needs to be done in our district is aimed at closing the gaps.

Challenges:

Dr. Vesley addressed the challenges that may inhibit and restrict momentum with these goals. First and foremost, money, there are indeed some budget challenges that are current and foreseen for the upcoming school year.

Prop 206 – the increase of minimum wage has already impacted our district. Being a school, we are on a fixed budget, we have no customers to pass off the cost to. This means that the increase in pay directly impacts the money we must spend. Our expenses are increasing, but our budget and income are not. This has created an issue amongst staff as well. Because 16-year olds are now making the same as other employees, salaries need to adjust, creating more of a deficit. In addition, this has allowed for non-full-time employees to obtain sick days, which also adds to expenses. A domino effect has occurred, our contracted services will increase by 10-15% for next year. Our lunch prices will increase for next year.

In Kyrene district, enrollment has been on a decline. We are currently down 400 students district wide. Because our district and funds are run on a per student basis, this has caused a \$2.5 million loss.

Hiring qualified and committed teachers has become more difficult. Dr. Vesley stated that there are 0-1 applicants for these jobs, making it extremely difficult. The hardest teaching spots to fill are science and special ed. We need better retention from better teachers.

For next year, we are looking at a \$5 million shortage. This is attributed to Prop 206, lowered enrollment rates, and compensation costs.

Combat Challenges:

Dr. Vesley addressed the need to implement ways to combat these challenges we are facing. She mentioned that district positions will be eliminated and reallocated to schools. She laughed at the idea of state funding, but still made it a potential option. She quantified our best outcome from the state at \$750,000, which she believes will only recuperate Prop 206 loss.

Middle School Redesign:

Dr. Vesley said the immediate focus is needed at the middle school level. This is due to the fact that the achievement gap is growing not closing. 3 Instructional tiers were identified and described.

Tier 1 – Quality Instruction: this refers to the teacher’s ability to teach a concept well and the student’s ability to receive this lesson without needing additional instruction

Tier 2 – Reteach Process: this is when the student requires additional resources to comprehend the concept initially taught in tier 1

Tier 3 – Intensive Remediation: this is where intervention is absolutely necessary because the student is performing 2-3 grade levels behind

In order to properly combat the gap deficiency Interventionists are being hired for next year to focus on Tier 3. There will be a system wide identification for big gapped learners.

In addition to academic interventionists, behavioral intervention requires attention as well. Middle schoolers are displaying social and emotional needs beyond the classroom and to prevent further issue or further delay in achievement, interventionists will be utilized. The goal is to have a counselor at every middle school and they will perform non-cognitive assessments and provide support for behavioral, social and emotional problems.

Dr. Vesley 3 Year Middle School Redesign

The primary goal with this is to have a redesign across the entire district all the same.

Year 1: Academic Excellence

- More advanced classes
- Consistent course placement
- Systems of assessment
- Develop consistent grading rubric
- Match offerings to interest

Year 1: Responsive Instruction

- Cognitive and non-cognitive needs
- Monitor student data and progress
- Positive intervention
- Implement tiered academic, behavioral and socio-emotional supports

- Academic and behavioral specialist
- School counselor/social worker
- 2 interventionists (Math and ELA)

Year 1: Student Agency (Growth mindset, adaptation and self-advocacy)

- Expand transition support (5th-6th and 8th-9th)
- Expand web program
- AVID, LEAD, or IB (higher cognitive strategies) *Cornel note taking
- Student goals and action plan
- Extra-curricular/athletics/activities

Submitted By:

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