NOTICE OF PUBLIC HEARING AND MEETING
RESEARCH BASED EDUCATION CORPORATION
d|b|a Paulden Community School

Pursuant to Arizona Revised Statutes (A.R.S.) 38-431.02, notices is hereby given to the members of Research Based Education Corporation and to the general public that the Board will hold a public meeting, open to the public as specified below. The Board reserves the right to change the order of items on the agenda, with the exception of public hearings set for a specific time. One or more members of the Board may participate in the meeting by telephonic communications.

Pursuant to A.R.S. 38-431.03.A.2 and A.3, the Board may vote to go into Executive Session, which will not be open to the public, for legal advice concerning any item on the agenda or to review, to discuss and consider records exempt by law from public inspection, including the receipt and discussion of information or testimony that is specifically required to be maintained as confidential by state or federal law.

Persons with a disability may request a reasonable accommodation such as a sign language interpreter, by contacting Curtis Porter at (602) 944-5111. Requests should be made as early as possible to allow time to arrange the accommodation.

DATED AND POSTED this _____18th_____ day of _____February_____ 2020.

By _____

Richard Hay, Governing Board Member

RESEARCH BASED EDUCATION CORPORATION
Thursday, February 27, 2020
Regular Session 9:00 AM

Research Based Education Corporation - Corporate Offices
8433 N Black Canyon Hwy – Suite 160
Phoenix, Arizona 85021
Conference Room

NOTICE OF PUBLIC REGULAR SESSION

AGENDA

Thursday, February 27, 2020

1. **Call to Order**
   The President will call the meeting to order.

2. **Adoption of Agenda**
   The Board will now approve the formal agenda.

3. **Audience of Citizens**
   At this time, the President of the Board will ask members of the audience if they would like to speak regarding any issue before the Board. No formal action may be taken on any issue unless the item appears on the Agenda. Members of the public wishing to comment on an agenda item may do so at the time the item appears on the agenda. Items not on the agenda may be addressed during the "Audience of Citizens". The Board may respond to criticism, ask that staff review a matter, or place an item on future agenda.

4. **Executive Session**
   A.R.S. § 38-431.03 permits an executive session or closed meeting to be held for discussion and consideration of any of seven particular subjects. A majority of the members of the Governing Board must vote to convene an executive session during a public meeting held prior to the executive session. The general public is properly excluded from such a session. Only those individuals necessary to the conduct of such a meeting may be present. All matters discussed in an executive session must be kept confidential by those attending. No vote may be taken during an executive session. Any final action on an item discussed in an executive session must be taken during a public meeting. A.R.S. § 38-431.03.

   The purposes for which an executive session discussion may be held are the following:

   A. *Personnel matters involving a specific individual.*
   B. *Confidential records.*
   C. *Student discipline matters.*
   D. *Legal advice provided by the public body's attorney.*
   E. *Discussion of pending or contemplated litigation with the public body's attorney.*
   F. *Instruction of designated representatives concerning negotiations with employee organizations.*
   G. *International and interstate negotiations and negotiations by a city or town with a tribal council.*
   H. *Instruction of designated representatives concerning negotiations for the purchase of real property.*

5. **Discussion and Possible Approval of the SY 2019/20 Comprehensive Needs Assessment (CNA) & Revised Integrated Action Plan (IAP) as Submitted to the Arizona Department of Education**

    A copy of the revised Comprehensive Needs Assessment is attached to this agenda.

6. **Adjournment**

The following report is filtered by active items, all statuses, all funding sources, all assignments, all tags, and all principles.

PRINCIPLE **1 - Effective Leadership**

Effective leaders maintain strong professional ethics and integrity to shape a vision of academic success for all students. They analyze and attack challenges and manage systems to position the school and students to achieve at high levels. They set clear, measurable and attainable goals. They create a cadre of high-quality teachers and cultivate leadership in others.

	Filing Cabinet Count	0
	Goal Guidance and Resources Available	1

Research Based Education Corporation 2019-2020 - 078560000

PRINCIPLE 2 - Effective Teachers and Instruction

Primary Need: Based on all available student data, teachers intentionally plan instruction that supports every student in meeting rigorous learning goals, including differentiated instruction and UDL.

Root Cause(s): Pacing is not always appropriate for ALL students; Lowest and highest are excluded when teaching to the middle; TEACHERS: Reinforcement needed - plan for student misconceptions; Implementing UDL is not consistent; CURRICULUM: Some areas/content lacks multiple means of representation, action and expression and/or engagement; STUDENTS: Some students engage in unhealthy coping strategies when challenged - boredom/despair; COMMUNITY: Families and stakeholders can add depth and meaning outside of classroom; INFRASTRUCTURE: PD/PLC on Universal Design for Learning - follow-up coaching.

*(JAN 2020): Students' scores on standardized tests are not reflecting the empirical growth teachers are observing in classroom; Students are not invested in taking their time and doing their best on standardized tests; are not intrinsically or extrinsically motivated.

*(JAN 2020): Teaching paradigm has not shifted to more Universal Design for Learning campus-wide; Teachers needed to "buy into" this new methodology and make significant adjustments to their approach to teaching.

Need Statement: Differentiated instruction and UDL must be prioritized as the school maintains rigorous goals and expectations.

*(JAN 2020): Students need to be setup for success by learning test taking skills, setting goals, and cultivating a culture of learning.

*(JAN 2020): The school needs to explore reasons, hindrances to implementing UDL more and with fidelity.

Desired Outcome(s): Classroom and instruction will reflect high expectations and learning goals while considering the differentiated learning needs of students and UDL model of instruction.

*(JAN 2020): Demonstrate a 20% increase of students that achieve an SGP of 40% or higher (as measured by the START Reading/Math assessment).

*(JAN 2020): Demonstrate a 30% increase in Universal Design for Learning (UDL) as evidenced by formal and informal teacher observations and evaluations.
SMART Goals:

Goal 1 ELA Achievement: Reading achievement for
all students will increase by 7 percentage points moving from 42.8% proficient or highly proficient on the 2019 AzMERIT to 49.8% proficient or highly proficient on the 2020 AzM2.

Goal 2 Math Achievement: Math achievement for
 all students will increase by 15 percentage points moving from 30.5% proficient or highly proficient on the 2019 AzMERIT to 45.5% proficient or highly proficient on the 2020 AzM2.

Goal 3 Science Achievement: Science achievement for
 all students will increase by 20 percentage points moving from 42.11% proficient or highly proficient on the 2019 AzMERIT to 62.11% proficient or highly proficient on the 2020 AzM2.

Research Based Education Corporation 2019-2020 - 078560000

PRINCIPLE 2 - Effective Teachers and Instruction

Goal 4 Chronic Absence Rate: Chronic absenteeism rate will decrease 4 percentage from 10% in SY 2018/19 to 6% in SY 2018/20.

Filing Cabinet Count	0	Budgeted	$86,587.63
Goal Guidance and Resources Available	1		

STRATEGY Needs-Based Professional Development (EL)

By May 2020, all instructors will complete the school's EL professional development program designed based on a teacher-needs survey, classroom observations, input through the CNA process and formative and summative teacher evaluations. Incorporate multiple early-release days (1/2-day Fridays each week) to allow for a comprehensive and sustained EL professional development program.

Filing Cabinet Count	0

ACTION STEP EL Professional Development Program

Professional Development: All K-8 instructional staff and paraprofessionals will receive PD specific to implementing and understanding research-based supplemental and intervention strategies designed for students identified as EL. PD Series: "Improving Student Perception and Creating Positive Verbal and Non-verbal messages in culturally and linguistically diverse classrooms". This PD series will be provided by a contracted service provider (Speech Language Engineers, LLC).

This training opportunity is supplemental to all other PD provided and is specific to teachers of ELs. Additionally, this training is not paid for out of other funds for non-EL teachers.

Status	Not Begun 04/23/2019	Filing Cabinet Count	0
Start-End Dates	08/05/2019 - 05/15/2020		
Tags	FY20_TIII		
Persons Responsible	Richard Hay		

PRINCIPLE **2 - Effective Teachers and Instruction**

STRATEGY   **Data-Driven Lesson Planning and Instruction**

By May 2020, all instructors will use learner data (STAR Reading & Math assessments) to differentiate instruction when planning independently and collaboratively with the Principal/Academic Coach; set individual student reading and math goals and measured by both the AzMERIT (3-8) and STAR Benchmark assessments.

Filing Cabinet Count	0	Budgeted	$86,587.63

ACTION STEP   **Implement EL Supplemental Instructional Technology**

Purchase BrainPOP ESL, a supplemental instructional program subscription, to be used by classroom teachers as part of the school's EL supplemental instructional for EL students in grades K-8. BrainPOP ESL is a comprehensive English language learning program that uses highly engaging animated movies to model conversational English while seamlessly introducing grammar concepts and vocabulary words. The movies are leveled, with each new movie and associated features building upon earlier ones, thereby reinforcing vocabulary, grammar, pronunciation, reading comprehension, and writing skills. The building block structure enables students to master the language in a step-by-step process, giving them the confidence they need to read, write, and speak English.

This software and access is exclusive to ELs. Furthermore, this technological access is not being paid for out of other funds for all students.

Status	Not Begun 04/23/2019	Filing Cabinet Count	0
Start-End Dates	08/05/2019 - 05/15/2020		
Tags	FY20_TIII		
Persons Responsible	Richard Hay		

ACTION STEP   **Lead Agency Administrative Fee**

YCESA Grant-Related Administrative Services (2%).

Status	Not Begun 04/23/2019	Filing Cabinet Count	0
Start-End Dates	08/05/2019 - 05/15/2020		
Tags	FY20_TIII		
Persons Responsible	Richard Hay		

ACTION STEP   **Instructional Support**

PRINCIPLE **2 - Effective Teachers and Instruction**

STRATEGY **Data-Driven Lesson Planning and Instruction**

ACTION STEP **Instructional Support**

(Continued from SY 2018/19): Provide HQ Paraprofessional push-in classroom support for students in grades K-8 (K-3 targeted priority). Instructional support focused on reading and math that is aligned with the grade-specific Arizona Academic Standards curriculum.

Status	Not Begun 04/26/2019	Filing Cabinet Count	0
Start-End Dates	07/28/2019 - 05/29/2020	Budgeted	$67,095.61
Tags	FY20_TI-SW, St_15-241		
Persons Responsible	Richard Hay		

ACTION STEP **Full Day Kindergarten**

(Continued from SY 2018/19): Provide Kindergarten students with a full day of instruction that is aligned to the ELA and Math Arizona Academic Standards and measured by the STAR Reading, STAR Math and Morrison-McCall Spelling Score assessments. Instruction will include daily multi-sensory systematic reading objectives.

Provide Individualized math program for students using Accelerated Math, Accelerated Math 2.0, and BrainPop supplemental math.

Status	Not Begun 04/26/2019	Filing Cabinet Count	0
Start-End Dates	07/28/2019 - 05/29/2020	Budgeted	$12,388.00
Tags	FY20_TI-SW		
Persons Responsible	Richard Hay		

ACTION STEP **Title I Paraprofessionals Duties**

(Continued from SY 2018/19): Paraprofessionals will provide small group push-in instructional support that provide multi-sensory reading strategies for students most academically at risk under the supervision of HQ classroom teacher and/or Instructional Coach.

Status	Not Begun 04/26/2019	Filing Cabinet Count	0
Start-End Dates	07/28/2019 - 05/29/2020	Budgeted	$6,689.02
Tags	FY20_TI-SW		
Persons Responsible	Richard Hay		

PRINCIPLE **2 - Effective Teachers and Instruction**

STRATEGY   **Data-Driven Lesson Planning and Instruction**

ACTION STEP   **Homeless Student Support**

(Continued from SY 2018/19): Provide supplies to students identified as homeless.

Status	Not Begun 04/26/2019	Filing Cabinet Count	0
Start-End Dates	07/28/2019 - 05/29/2020	Budgeted	$415.00
Tags	FY20TI-LEA, FY20_TI-SW		
Persons Responsible	Richard Hay		

STRATEGY   **Increase UDL Professional Development**

By June 2020, all instructors will complete the school's Universal Design for Learning (UDL) professional development program designed based on a teacher-needs survey, classroom observations, input through the CNA process and formative and summative teacher evaluations.

Filing Cabinet Count	0

ACTION STEP   **UDL Professional Development**

Provide meaningful professional development and opportunities for practice and collaboration; UDL book study (group); in-class coaching and support.

Status	Not Begun 01/29/2020	Filing Cabinet Count	0
Start-End Dates	07/28/2019 - 06/01/2020		
Tags	St_15-241		
Persons Responsible	Richard Hay		

ACTION STEP   **Instructional Coaching**

Support teachers through instructional coaching and a consistent feedback loop.

Status	Not Begun 01/29/2020	Filing Cabinet Count	0
Start-End Dates	07/28/2019 - 06/01/2020		
Tags	St_15-241		
Persons Responsible	Richard Hay		

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PRINCIPLE **2 - Effective Teachers and Instruction**

STRATEGY   **Increase UDL Professional Development**

ACTION STEP   **Instructional Coaching**

ACTION STEP   **Foster a Growth Mindset**

Continue to foster growth mindset by celebrating success as evidenced by data that reflects growth and specific praise for those implementing consistently.

Status	Not Begun 01/29/2020	Filing Cabinet Count	0
Start-End Dates	07/28/2019 - 06/01/2020		
Tags	St_15-241		
Persons Responsible	Richard Hay		

ACTION STEP   **Classroom Management: Support**

Create and reinforce classrooms conducive to UDL by establishing trauma informed, well managed classrooms

Status	Not Begun 01/29/2020	Filing Cabinet Count	0
Start-End Dates	07/28/2019 - 06/01/2020		
Tags	St_15-241		
Persons Responsible	Richard Hay		

ACTION STEP   **Monitor Implementation of UDL**

The school's principal and director will utilize the classroom walk-through observation tool to document and monitor the implementation of the UDL model and determine the level of fidelity based on current PD status.

Status	Not Begun 01/29/2020	Filing Cabinet Count	0
Start-End Dates	07/28/2019 - 06/01/2020		
Tags	St_15-241		
Persons Responsible	Richard Hay		

PRINCIPLE **2 - Effective Teachers and Instruction**

STRATEGY   **Cultivate a Culture of Learning**

Foster a positive academic mindset in students and encourage students to value and identify with the academic community by setting high expectations (and providing academic supports to meet them) making achievement seem attainable, which can motivate students to engage and persist in their work.

	Filing Cabinet Count	0

ACTION STEP   **Culture of Learning**

Cultivate a culture of learning by maintaining rigor and high expectations (academic and behavior).

Status	Not Begun 01/29/2020	Filing Cabinet Count	0
Start-End Dates	02/02/2020 - 06/01/2020		
Tags	St_15-241		
Persons Responsible	Richard Hay		

ACTION STEP   **Student Goal Setting**

Encourage students to set goals by having them take ownership of their progress (data folders, student-parent-teacher conference…)

Status	Not Begun 01/29/2020	Filing Cabinet Count	0
Start-End Dates	07/28/2019 - 06/01/2020		
Tags	St_15-241		
Persons Responsible	Richard Hay		

ACTION STEP   **Celebrate Success**

Reward growth with incentives and celebration of success

Status	Not Begun 01/29/2020	Filing Cabinet Count	0
Start-End Dates	07/28/2019 - 06/01/2020		
Tags	St_15-241		

ACTION STEP   **Data Folders (Student)**

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PRINCIPLE **2 - Effective Teachers and Instruction**

STRATEGY **Cultivate a Culture of Learning**

ACTION STEP **Data Folders (Student)**

Creating future stories (kept in data folders) and reminding students of dreams and aspirations frequently.

Status	Not Begun 01/29/2020	Filing Cabinet Count	0
Start-End Dates	07/28/2019 - 06/01/2020		
Tags	St_15-241		
Persons Responsible	Richard Hay		

ACTION STEP **Test-Taking Skills**

Empower students by teaching them test-taking skills

Status	Not Begun 01/29/2020	Filing Cabinet Count	0
Start-End Dates	02/02/2020 - 06/01/2020		
Tags	St_15-241		
Persons Responsible	Richard Hay		

ACTION STEP **Analyze Student Benchmark Data**

Analyze student SGP rates using STAR Math and Reading benchmark data. Student are assessed after each 6-weeks of instruction. School SGP goals are set at 40% or higher. Teachers and administrators review assessment data at monthly Data Review Team meetings.

Status	Not Begun 01/29/2020	Filing Cabinet Count	0
Start-End Dates	07/28/2019 - 06/01/2020		
Tags	St_15-241		

PRINCIPLE **3 - Effective Organization of Time**

Effective schools organize their time to support the vision of academic success for all students. Students have appropriate instructional and non-instructional time to support their learning and growth. Teachers have sufficient time to engage in professional learning, collaboration, and planning to support their students and their professional practice.

	Filing Cabinet Count	0
	Goal Guidance and Resources Available	1

Research Based Education Corporation 2019-2020 - 078560000

PRINCIPLE **4 - Effective Curriculum**

Primary Need: Our written curricula provide access to a well-rounded education that fully maximizes the potential of the education for all students.

Root Cause(s): Need for more cooperative learning and Kagan strategies; technology is under-utilized; TEACHERS: Hesitancy to do PBL; differentiation not always implemented; CURRICULUM: More opportunities for writing; engagement and hands-on not done with BrainPop; STUDENTS: Struggling in writing; need structure and are challenged by cooperative learning; COMMUNITY: Parents and stakeholders are in early stages of involvement and investment; INFRASTRUCTURE: Grade-level teams are not realistic (combined classes); pull-outs and push-ins are time intensive.

Need Statement: Systems need to be in place to ensure more student engagement: technology training implemented; and professional development on Project Based Learning and Assessment (PBL/A).

Desired Outcome(s): Students will be engaged in active, cooperative learning 25% of the instructional day.

Filing Cabinet Count	0	Budgeted	$8,306.89
Goal Guidance and Resources Available	1		

STRATEGY   **Curriculum and Communication with Stakeholders**

(Continued from SY 2018/19): By June 2020, all instructors will receive additional training on the scientific basis of the adopted curriculum and how to effectively communicate the instructional outcomes and in-home parental support with parents and legal guardians. Instructors will be provided with the time, resources, and training to implement the approved curriculum through the use of target and sustained professional development days and scheduled weekly meeting with the academic coach as well as dedicated professional development days addressing teacher/parent communication and in-home academic program awareness and support strategies for parents.

Filing Cabinet Count	0	Budgeted	$5,080.80

ACTION STEP   **Train & Coach New and Returning Instructional Staf**

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PRINCIPLE **4 - Effective Curriculum**

STRATEGY   **Curriculum and Communication with Stakeholders**

ACTION STEP   **Train & Coach New and Returning Instructional Staf**

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An error occurred while parsing EntityName. Line 1, position 100.

(Continued from SY 2018/19): Train and coach returning and new instructional staff members on teaching the approved curriculum and instructional methodologies with fidelity. Training and coaching will emphasis the Spalding Method, EngageNY Math & ELA, Accelerated Math, and using the Concern-Based Model of Professional Development. Professional Development Strands to include: (1) Universal Design for Learning; (2) Creating Cultures of Learning: The 8 Forces We Master to Truly Transform our Schools; and, (3) Fostering Resilient Learners: Strategies for Creating a Trauma-Sensitive Classroom.

Status	Not Begun 04/26/2019	Filing Cabinet Count	0
Start-End Dates	07/28/2019 - 05/29/2020	Budgeted	$5,080.80
Tags	FY20_TII, St_15-241		
Persons Responsible	Richard Hay		

STRATEGY   **Implement a New Instrumental Music Program**

(Continued from SY 2018/19): Expanded access to the Orff-method instrumental music program for students in grade K-8. Emphasis will be placed on student in grades K-4 using the Orff method. The Orff approach is a developmental approach used in music education. It combines music, movement, drama, and speech into lessons that are similar to child's world of play.

Filing Cabinet Count	0	Budgeted	$3,226.09

ACTION STEP   **K-8 General Music Educator Instructional Resource**

Research Based Education Corporation 2019-2020 - 078560000

PRINCIPLE **4 - Effective Curriculum**

STRATEGY   **Implement a New Instrumental Music Program**

ACTION STEP   **K-8 General Music Educator Instructional Resource**

(ADD: FEB 2020) - Purchase a one-year license to access a comprehensive K-8 music instruction program developed to meet the needs of musically experienced and inexperienced classroom teachers. For the past two years, Paulden School has built a music program that includes Orff instruments and various percussion and drumming instruments. because the school is so remote (geographically), access to a high-quality music teacher to serve as a trainer/coach is nearly impossible. After searching for a music coach for the past 6 months, we have determined that providing our teachers with a high-quality online music instructional program will best support our classroom teachers and ultimately provide all our students will and engaging, informative and positive musical experience. No other funds or funding sources will be used for this project/activity.

Status	Not Begun 04/26/2019	Filing Cabinet Count	0
Start-End Dates	07/28/2019 - 05/29/2020	Budgeted	$3,226.09
Tags	FY20_TIV-A		
Persons Responsible	Richard Hay		

Research Based Education Corporation 2019-2020 - 078560000

PRINCIPLE **5 - Conditions, Climate, and Culture**

Primary Need: Our staff has intentional conversations that impact school conditions and physical and emotional safety, valuing the rich heritage of all Arizona communities and cultures.

Root Cause(s): Inclusion of activities and language from other heritages; TEACHERS: EL instruction is not embedded - not supplanting but supplementing - adding meaning; CURRICULUM:Not specific to AZ's culture or heritage in all subjects/content; STUDENTS: Don't want to ask for help or appear like they are not integrating; COMMUNITY: Certain populations do not feel empowered; Federal law/discrimination; INFRASTRUCTURE: Formalizing a process in which all communication is in home language; Surveys for all are conducted; Formalize procedure to conduct conversations (PD), record and share notes from these meetings.

Need Statement: Familiarize procedures for student, family and stakeholder feedback. Embed opportunities.

Desired Outcome(s): Paulden Community School will formalize procedures for establishing more open, reciprocal communication within our classrooms, campus-wide and in our community.

Filing Cabinet Count	0
Goal Guidance and Resources Available	1

STRATEGY   **Coordinated Community Engagement**

Continued from SY 2018/19): By June 2020 the school will develop templates for school leaders and instructors to use in: the recording and logging of communication with families, community partners, and local media outlets; and the recording and logging of attendance for school-wide initiatives, such as community nights, focusing on the academic, social and creative enrichment of students and families alike.

Filing Cabinet Count	0

ACTION STEP   **Quarterly Forums**

(Continued from SY 2018/19): Administration will hold quarterly family/community forums. These forums will provide parents and the community with an overview of the Integrated Action Plan and develop strategies and action steps with families and community members that allow the school to better serve its staff, students, families and community members.

Status	Not Begun 04/26/2019	Filing Cabinet Count	0
Start-End Dates	07/28/2019 - 05/29/2020		
Tags	TI-SW		
Persons Responsible	Richard Hay		

PRINCIPLE **5 - Conditions, Climate, and Culture**

STRATEGY   **Coordinated Community Engagement**

ACTION STEP   **Communication**

(Continued from SY 2018/19): Website & Social Media – Paulden Community School's website and Facebook site will be updated on a regular basis providing staff, students, families and community members with information regarding student academic progress and activities for staff, students, families and community members.

Status	Not Begun 04/26/2019	Filing Cabinet Count	0
Start-End Dates	07/28/2019 - 05/29/2020		
Tags	TI-SW		
Persons Responsible	Richard Hay		

ACTION STEP   **Communication of Classroom Instruction**

(Continued from SY 2018/19 Teachers will create two classroom newsletters per month, inclusive of the classroom expectations, standards instructed, and other relevant classroom and school events.

Status	Not Begun 04/26/2019	Filing Cabinet Count	0
Start-End Dates	07/28/2019 - 05/29/2020		
Tags	TI-SW		
Persons Responsible	Richard Hay		

Research Based Education Corporation 2019-2020 - 078560000

PRINCIPLE **6 - Family and Community Engagement**

Primary Need Statement: Create and maintain positive collaborative partnerships among families, communities and school to support student learning; and Engage families in critical data-informed decisions that impact student learning.

Root Cause(s): Parents are at times reserved and/or reluctant to attend meetings that are focused on data informed decisions that impact student learning; Community outreach has been sparse in prior years due to miscommunication and misunderstandings between members of former community partnerships; Anecdotal data indicated there are several schools vying for the same student population, which has created emotional distance between neighborhood families, territorial feelings between schools, competition for resources and supports from community partners and school entities.

*(JAN 2020): Absenteeism has been consistently high; Parents were unsuccessful; this community has a very high drop-out rate; Parents and families had a negative educational experience

Needs Statement: In order to achieve success in family and community engagement in a significantly high poverty population, the school needs to develop strategies for accomplishing the broadest outreach: targeted professional development; clear set of guidelines for teacher/family communication; strengthened connections with community partners; and be proactive in disseminating information about the school's achievements and community engagement.

*(JAN 2020): Attendance needs to be viewed (by the
 parent and student) as important for student academic growth.

 Desired Outcome(s): Build positive relationships with community partners and stakeholders i.e. Library, store keepers, and community organizations; Develop a communication and tracking system to share school information with families, community partners, community members at large, and the local media outlets.

*(JAN 2020): Our chronic absenteeism rate will decrease 4 percentage points from 10% in SY 2018/19 to 6% in SY 2019/20 as families become partners in their child(ren)'s education.

SMART Goals:

Goal 1 ELA Achievement: Reading achievement forall students will increase by 7 percentage points moving from 42.8% proficient or highly proficient on the 2019 AzMERIT to 49.8% proficient or highly proficient on the 2020 AzM2.

Goal 2 Math Achievement: Math achievement for
all students will increase by 15 percentage points moving from 30.5% proficient or highly proficient on the 2019 AzMERIT to 45.5% proficient or highly proficient on the 2020 AzM2.

Goal 3 Science Achievement: Science achievement for
all students will increase by 20 percentage points moving from 42.11% proficient or highly proficient on the 2019 AzMERIT to 62.11% proficient or highly proficient on the 2020 AzM2.

Goal 4 Chronic Absence Rate: Chronic absenteeism rate will decrease 4 percentage from 10% in SY 2018/19 to 6% in SY 2018/20.

Filing Cabinet Count   0

Research Based Education Corporation 2019-2020 - 078560000

PRINCIPLE **6 - Family and Community Engagement**

Goal Guidance and Resources Available	1

STRATEGY **Coordinated Community Engagement**

School administration will hold quarterly family/community forums. These forums will provide parents and the community with an overview of the Integrated Action Plan and develop strategies and action steps with families and community members that allow the school to better serve its staff, students, families and community members. Parents/guardians of identified ELL students only, will attend an additional training of our BrainPop ELL program, receive bilingual sight word flash cards and access to other EL-related resources. This additional training is not available to parents of non-EL students.

Filing Cabinet Count	0

ACTION STEP **Quarterly Forums**

Parent EL Night (includes training for parents of identified EL students, overview of EL program, and supplies for a parental support materials library - e.g., leveled reading books available for parents to check-out). Parent training will emphasize how to support their child at home while using BrainPop ESL and Accelerated Reading supplemental programs.

Status	Not Begun 04/23/2019	Filing Cabinet Count	0
Start-End Dates	08/19/2019 - 05/08/2020		
Tags	FY20_TIII		
Persons Responsible	Richard Hay		

STRATEGY **Increase Attendance and Decrease Chronic Absenteei**

Increase parent and student awareness of the importance of regular attendance and the impact absenteeism has on the student's academic achievement and growth.

Filing Cabinet Count	0

ACTION STEP **Build Community**

Research Based Education Corporation 2019-2020 - 078560000

PRINCIPLE **6 - Family and Community Engagement**

STRATEGY   **Increase Attendance and Decrease Chronic Absenteei**

ACTION STEP   **Build Community**

Build community through family events, our Paulden Parent Partnership, and open communication.

Status	Not Begun 01/29/2020	Filing Cabinet Count	0
Start-End Dates	02/02/2020 - 06/30/2020		
Tags	St_15-241		
Persons Responsible	Richard Hay		

ACTION STEP   **Improve Parent Communication Regarding Attendance**

Keep families apprised of attendance record through written, electronic and in-person communication.

Status	Not Begun 01/29/2020	Filing Cabinet Count	0
Start-End Dates	02/02/2020 - 06/30/2020		
Tags	St_15-241		
Persons Responsible	Richard Hay		

ACTION STEP   **Improve Parent Communication Regarding Attendance**

Keep families apprised of attendance record through written, electronic and in-person communication.

Status	Not Begun 01/29/2020	Filing Cabinet Count	0
Start-End Dates	02/02/2020 - 06/30/2020		
Tags	St_15-241		
Persons Responsible	Richard Hay		

ACTION STEP   **Continue PD/PLC Strategies**

Research Based Education Corporation 2019-2020 - 078560000

PRINCIPLE **6 - Family and Community Engagement**

STRATEGY   **Increase Attendance and Decrease Chronic Absenteei**

ACTION STEP   **Continue PD/PLC Strategies**

Implement strategies we learned in former PD/PLC on poverty (Ruby Payne, etc).

Status	Not Begun 01/29/2020	Filing Cabinet Count	0
Start-End Dates	02/02/2020 - 06/30/2020		
Tags	St_15-241		
Persons Responsible	Richard Hay		

ACTION STEP   **Increase Instructional Engagement**

Increase UDL and engagement in classrooms to attract students to learning.

Status	Not Begun 01/29/2020	Filing Cabinet Count	0
Start-End Dates	02/02/2020 - 06/30/2020		
Tags	St_15-241		
Persons Responsible	Richard Hay		

ACTION STEP   **Build Relationships w Chronically Absent Families**

Continue to have Paraprofessional build relationship with absent (especially chronically absent students) and work with each one to make up missed work.

Status	Not Begun 01/29/2020	Filing Cabinet Count	0
Start-End Dates	02/02/2020 - 06/30/2020		
Tags	St_15-241		
Persons Responsible	Richard Hay		

ACTION STEP   **Analyze Student Attendance/Chronic Absenteeism**

Research Based Education Corporation 2019-2020 - 078560000

PRINCIPLE **6 - Family and Community Engagement**

STRATEGY **Increase Attendance and Decrease Chronic Absenteei**

ACTION STEP **Analyze Student Attendance/Chronic Absenteeism**

Administration will monitor student attendance and absenteeism weekly; written communication will be sent to those families exceeding absence benchmarks. Attendance data will be reviewed and summarized on a monthly, quarterly and semester basis using data from the school's SMS.

Status	Not Begun 01/29/2020	Filing Cabinet Count	0
Start-End Dates	02/02/2020 - 06/30/2020		
Tags	St_15-241		
Persons Responsible	Richard Hay		

TOTAL PLAN FUNDS:	$0.00
Budgeted	$94,894.52
Actual	$0.00