# MIDDLE GRADE INITIATIVE (MGI)

## 2016 - 2017 CCR Action Plan

<table>
<thead>
<tr>
<th><strong>District</strong></th>
<th><strong>Exemplary School District</strong></th>
<th><strong>Term</strong></th>
<th>July 1, 2016 - June 30, 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Allocation</strong></td>
<td><strong>$43,300</strong></td>
<td><strong>Program</strong></td>
<td>NAU GEAR UP Middle Grade Initiative</td>
</tr>
</tbody>
</table>

**MGI Objective:** Increase the number of 8th graders who enter high school, college and career ready

## Section 1: Early Readiness

Increasing student academic achievement through curriculum and instruction improvements in response to data

### 1.1 Curricular Actions

Curricular activities that address the results of data analysis as well as the ideas/needs of the school(s) in the School Proposal(s). (Add additional activities as necessary.)

1.1a - Analysis of our data has revealed the following deficiency/concern:

Student scores in reading have remained fairly constant for the last two years, although teachers report that they have seen an upswing in student attitudes toward reading, expressed during the Reading Interval cycles instituted last year.

Therefore we propose to modify our curriculum in the following way(s):

We intend to maintain the Daily Reading Interval, improving student access to a variety of reading material by augmenting our Media Center’s collections. Ms Storyteller is currently researching materials that would dovetail into our college/career themes – looking for young adult fiction set on college campuses, biographies of people in interesting careers, inspirational writing about making good choices and so on. Per student surveys in October, students are especially interested in science fiction, US History and science.

- List specific activities along with the cost and date of each activity:

In July, we will order new materials for the Media Center. ($1000)

The person(s) in the school and/or district responsible for this is/are:

Name, Title: Medea Storyteller  
Contact information: ms@esd.k12.az.us

Estimated Total Costs: $1,000
We will know this is successful if/by:
We will continue to monitor both the benchmark scores and student preferences in materials for independent reading. We would like to see the overall benchmark score increase by 3 - 5 points.

1.1b - Drill down of our data has revealed the following deficiency/concern:

Although math scores increased slightly, our item analysis indicates that students still struggle with high level skills in pre-algebra (percentages, ratios) and application problems.

Therefore we propose to modify our curriculum in the following way:
It is important to us that our efforts to improve student performance in math be cohesive and based on solid educational principals. Research indicates that these skill deficits are best addressed in three ways:
- Hands on experience, practice embedded in other disciplines and spiral practice.

We intend to address these in the following ways:
- Resources in the math classrooms are insufficient, so manipulatives will be updated or replaced. (We intend to use sets that are available digitally at the National Library of Virtual Manipulatives (nlvm.usu.edu) so that students can integrate physical and virtual practice.
- Math teachers will extend last year’s lesson study (Math in Literature) to other teachers, in order to find ways of embedding math lessons into other disciplines
- A new Spiral Learning elective will be developed for students who are one or more years behind grade level in math and/or English. This elective will be structured to be more hands on and interactive than regular math or ELA classes.

► List specific activities along with the cost and date of each activity:
MANIPULATIVES:
In July, we will order classroom sets of Algebra Tiles, Percent Grids, Tangrams, Venn Diagrams and Fraction Bars.
4 classroom sets of each plus teacher materials
Manipulatives 4 sets X $250 (estimated) = $1000

LESSON STUDY:
The lesson study from last year will be completed in March 2016, and the department will continue to meet for the rest of the semester to support implementation. In July, two of the math teachers will initiate development of a program to work with teachers in other disciplines beginning in November, with the goal of embedding math concepts naturally into other classes. (Example: When the explorers are discussed in a geography lesson, students will work with ratios on the maps they produced. The math teachers would then ensure that bell work or homework assignments reflected some of the same concepts.)
Stipends $350 X 2 teachers = $700
SPIRAL LEARNING:
In July, the Math and ELA departments will begin collaborating on development of the remediation elective. Materials for the class will be ordered and the class will be initiated when school begins in August. Stipends - $500 plus Materials - $2000

The person(s) in the school and/or district responsible for this is/are:
Name, Title: Matt Counts, Rito Travis
Contact information: mc@esd.k12.az.us, rt@esd.k12.az.us

Estimated Total Costs: $4,200

We will know this is successful if/by:
We anticipate that these changes will boost student performance on benchmark by 5 - 10 points next year.

1.1c - Our Drill down of our data results has revealed the following deficiency/concern:
The Curiosity Cruises implemented last year have been phenomenally popular, and the rise in student scores on the science tests implies that it has been successful. (Our October “Epidemics and Plagues” was so seamlessly tied into the Ebola crisis in Africa that students were captivated. Then when the benchmark exam that quarter asked a question about microbiology, our success rate on the question was 85.5%! Students reported that they were delighted to see something real on the test!!)

Therefore we propose to modify our curriculum in the following way:
We intend to continue the Curiosity Cruises. We have decided to rotate topics each year until we have a broad spectrum of lessons. Ideas for this coming year include Zombie Apocalypse (Anatomy and Physiology), recycling, The Olympic Games and The Martian. We have decided NOT to deviate from the science focus, but to encourage teachers from other disciplines to create their own enrichments, which will further enhance student experiences.

 ► List specific activities along with the cost and date of each activity:
Science teachers are meeting to develop new cruises. In July, materials for this year’s cruises will be ordered.

Materials = $1000

The person(s) in the school and/or district responsible for this is/are:
Name, Title: Sinead D. O’Connor
Contact information: sdo@esd.k12.az.us
**Estimated Total Costs:**

$1000

We will know this is successful if/by: Continued growth in science scores

1.1d - Our Drill down of our data results has revealed the following deficiency/concern:

Based on what we have learned on the Curiosity Cruises, the research supporting integrated learning we know our students need both enrichment and remediation to help them absorb and use what they are learning.

Therefore we propose to modify our curriculum in the following way:

We are going to develop two new electives, providing high interest and challenging material that incorporate math and ELA. These classes will be structured so that opportunities for both enrichment and remediation will be addressed. (Interested teachers were invited to submit ideas to a faculty committee, and two were chosen for development this year.)

**Integrated Sports:**

Students will not only participate in activities, but they will also study the basis of various sports, write newspaper articles detailing sports events, read athlete biographies, examine the business of professional athletics (including other careers besides athlete), investigate science and math in various games and activities (primarily golf, swimming and tennis, as they are lifelong sports) and so on.

**Integrated Art:**

This course will be focused on art, but will have the same type of structure as the Integrated Sports class.

- List specific activities along with the cost and date of each activity:

  Beginning in July, the two chosen teachers will begin developing their courses, and order the necessary class materials.

  Stipends $500 X 2 teachers plus materials @ $2000 each  = $5,000

  The person(s) in the school and/or district responsible for this is/are:

  Name, Title: Petra Teamplayer, Artie Treacher
  Contact information: pt@esd.k12.az.us, at@esd.k12.az.us

**Estimated Total Costs:**

$5,000
We will know this is successful if/ by:
We anticipate an increase in student performance on benchmarks and we hope to see high interest in these electives.

1.1e - Our drill down of our data results has revealed the following deficiency/concern:
The success of students as a result of the Curiosity Cruises has also indicated to us that we need to ensure that students have many opportunities to challenge themselves.
Therefore we propose to modify our curriculum in the following way:
Eighth grade science will now include a Science Fair unit, and students with the best science projects will attend the NE Arizona STEM Fair in Showlow.

- List specific activities along with the cost and date of each activity:
The date of the Fair is March 4, 2017. Ms O’Connor will attend with up to 25 students.
  2 Subs - $200
  Bus and Driver - $200
  Registration - $1 X 25 = $25
  Student meals - $7 X 25 = $175
  = $600

The person(s) in the school and/or district responsible for this is/are:
Name, Title: Sinead D. O’Connor
Contact information: sdo@esd.k12.az.us

Estimated Total Costs: $600
We will know this is successful if/ by: Science scores continue to rise. Student interest in the Fair remains high and student interest in STEM careers increases.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.1a Purchase Books/Materials for the Media Center</strong></td>
<td>$1,000</td>
</tr>
<tr>
<td><strong>1.1b Manipulatives: Algebra Tiles, Percent Grids, Tangrams, Venn Diagrams and Fraction Bars. 4 classroom sets of each plus teacher materials</strong></td>
<td>$1,000</td>
</tr>
<tr>
<td>Stipends to develop embedded Math lessons</td>
<td>$700</td>
</tr>
<tr>
<td>Stipends for Spiral Learning Elective - $500, Materials - $2000</td>
<td>$2,500</td>
</tr>
<tr>
<td><strong>1.1c Curiosity Cruises - Materials</strong></td>
<td>$1,000</td>
</tr>
</tbody>
</table>
### Task 1.1

#### 1.1d Enrichment/Remediation Electives
- Stipends $500 X 2
  - Materials $2000 X 2
  - Total: $5,000

#### 1.1e STEM Fair Registration
- $1 X 25
- 2 Subs - $200
- Bus and Driver - $200
- Student meals - $7 X 25 = $175
  - Total: $600

### Subtotal Costs for Task 1.1

<table>
<thead>
<tr>
<th>SUBTOTAL COSTS for Task 1.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>$11,800</td>
</tr>
</tbody>
</table>

### Task 1.2

#### 1.2 Instructional Actions

**Instructional** activities that address the results of the **Drill Down** as well as the ideas/needs of the school(s) in the **School Proposal(s)**. (Add additional bullets activities as necessary)

1.2a - Drill down of our data has revealed the following deficiency/concern:

*Our benchmarks in English continue to be low, and, through item analysis and student surveys, we have determined that while our students do relatively well in structural skills (grammar, punctuation) they lack confidence and fluency in reading.*

Therefore we propose to modify **instruction** in the following way(s):

*We would like to provide intensive interventions for our lowest students, some of whom are as far as three years behind expectations. We have researched reading programs and determined that READ LIVE has the features (student chosen materials, Spanish translations, headphones, etc.) that will allow our lowest 25 students to build confidence and fluency in reading.*

- List specific activities along with the cost and date of each activity:

  *In July, we will order the READ LIVE program, The program will be implemented in classrooms when school begins in August.*

    25 licenses X 49.83 per license + shipping
    Headphones ($500)
    =-$2000

- The person(s) in the school and/or district responsible for this is/are:
  - Name, Title: Rito Travis rt@esd.k12.az.us
  - Contact information:

- Estimated Total Costs: $2000

- We will know this is successful if/by:
  - Reading scores for participating students will raise more sharply than those of non-participants.
1.2b - Drill down of our data has revealed the following deficiency/concern:
We have determined that we need a unified effort to raise achievement in reading, in order to ensure that everyone is going the same direction.

Therefore we propose to modify instruction in the following way(s):
Dr. Pimpernel and the new (TBD) vice-principal will attend the workshop *A Principal’s Primer for Raising Reading Achievement* being offered by SAREC. When they return, they will use the information gathered to provide training in teaching reading to the ELA department.

- List specific activities along with the cost and date of each activity:

  **January 2017, workshop in Tucson**
  - Registration $255 X 2 plus travel expenses is $1000
  - Stipends for March or April 2017, Saturday workshop, $75 X 8 teachers
  - = $600

The person(s) in the school and/or district responsible for this is/are:
Name, Title: Scarlette Pimpernel
Contact information: sp@esd.k12.az.us

Estimated Total Costs:
$1,600

We will know this is successful if/by:
The cohesive approach to reading instruction improves collaboration in the English Department and increases student scores.
1.2c - Drill down of our data has revealed the following deficiency/concern:
We have further determined that teachers need to have ongoing and consistent classroom support in the form of instructional coaching. To that end, we have hired another Instructional Coach (Paloma Poderesa) using money outside the MGI grant.

Therefore we propose to modify instruction in the following way(s):
Both of our ICs will attend the Cognitive Coaching program through the AZK12 Center meetings from Feb 11 - May 6) in Phoenix. They will then incorporate that information into a cohesive and sustainable Instructional Coaching Program. (They will begin working with teachers in Quarter 1, and will modify their work as the year progresses.)

► List specific activities along with the cost and date of each activity:

Four Cognitive Coaching workshops (Feb 11, 12; Mar 10,11; Apr 7,8; May 5,6) in Phoenix
Registration $255 x 2 = $1,100
Travel costs (8 hotel rooms, gas and food)$1,200
= $2300

The person(s) in the school and/or district responsible for this is/are:
Name, Title: Ignacio Compadre
Contact information: ic@esd.k12.az.us

Estimated Total Costs:
$2,300

We will know this is successful if/by:
The expectations described in the coaching program will be extended into the evaluation process for teachers. Administration will see increasing evidence of the program’s effectiveness in evaluations.

**DESCRIPTION OF RESOURCE NEEDS & ESTIMATED COSTS** (Itemize by activity)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2a READ LIVE program, 25 licenses X 49.83 per license + shipping and headphones ($500)</td>
<td>$2,000</td>
</tr>
<tr>
<td>1.2b January 2017, workshop in Tucson Registration $255 X2 plus travel expenses = $1000 March or April 2017, Saturday workshop $75 X 8 = $600</td>
<td>$1,600</td>
</tr>
<tr>
<td>1.2c Cognitive Coaching at AZK12 Center Registration $255 X2 = $1,100 plus travel costs $1200 (8 hotel rooms, gas and food)</td>
<td>$2,300</td>
</tr>
</tbody>
</table>
### Section 1 Subtotal (Task 1.1 + Task 1.2)

(Must be greater than or equal to 25% of total budget)

<table>
<thead>
<tr>
<th>SUBTOTAL COSTS for Task 1.2</th>
<th>$5,900</th>
</tr>
</thead>
</table>

### Section 2: Early Awareness

Creating a school-wide culture that fosters all students' preparation and motivation for a full range of postsecondary options

<table>
<thead>
<tr>
<th>Early Awareness Activities &amp; Strategies [Required]</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.1</strong></td>
<td></td>
</tr>
<tr>
<td>Early Awareness</td>
<td></td>
</tr>
<tr>
<td><strong>Tasks</strong></td>
<td></td>
</tr>
<tr>
<td>2.1a - Every eighth grade student will complete a career interest inventory and explore/research careers and the post-secondary pathways for achieving career goals. (ideally through a career information system e.g. AzCIS, Kuder or Create Your Next)</td>
<td></td>
</tr>
<tr>
<td>Therefore we propose to implement the following activity or strategy:</td>
<td></td>
</tr>
<tr>
<td>Combine Advisory and Reading Interval time.</td>
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<tr>
<td>Order 30 additional laptops.</td>
<td></td>
</tr>
<tr>
<td>► List specific activities along with the cost and date of each activity:</td>
<td></td>
</tr>
<tr>
<td>Beginning in August, we will adjust the schedule so that rotating groups of students combine their Advisory periods with their Reading Interval, to give them half an hour once a week to complete the Inventory and career research. Advisory teachers will ensure that their classes have completed the activities.</td>
<td></td>
</tr>
<tr>
<td>In July, we will order 30 Dell laptops and 2 carts on which they will be stored. IT will receive the laptops and begin registering and initializing them for student use.</td>
<td></td>
</tr>
<tr>
<td>30 Dell Laptops @ $500 each = 15,000</td>
<td></td>
</tr>
<tr>
<td>2 computer carts = $5,000</td>
<td></td>
</tr>
</tbody>
</table>

**The person(s) in the school and/or district responsible for this is/are:**

<table>
<thead>
<tr>
<th>Name, Title:</th>
<th>Contact information:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ignacio Compadre</td>
<td><a href="mailto:ic@esd.k12.az.us">ic@esd.k12.az.us</a></td>
</tr>
<tr>
<td>Paloma Poderosa</td>
<td><a href="mailto:pp@esd.k12.az.us">pp@esd.k12.az.us</a></td>
</tr>
<tr>
<td>Carrie Dynamo</td>
<td><a href="mailto:cd@esd.k12.az.us">cd@esd.k12.az.us</a></td>
</tr>
</tbody>
</table>

**Estimated Total Costs:**

**$20,000**

We will know this is successful if/based on:

All of the eighth graders complete the Interest Inventory and career research in the first quarter.
2.1b - Each school will distribute College and Career Planning Guides (provided by GEAR UP) and PreECAP forms to all eighth grade students, who will receive guidance in completing a Pre-ECAP based on career interests from the interest inventory.

Therefore we propose to implement the following activity or strategy:
Combine Advisory and Reading Interval time.

► List specific activities along with the cost and date of each activity:

Once students have completed their Interest Inventories and career research, they will receive guidance in completing their PreECAPs during the same Advisory/Reading Interval time.

The person(s) in the school and/or district responsible for this is/are:
Name, Title:  
Ignacio Compadre  
Paloma Poderosa  
Contact information:  
ic@esd.k12.az.us  
pp@esd.k12.az.us

Estimated Total Costs:
No cost

We will know this is successful if/by:
All of the eighth graders complete the PreECAP.

2.1c - Middle School and High School staff collaborate to carry out transition activities such as summer bridge programs, high school student shadowing days, high school tours etc. for all eighth grade students.

Therefore we propose to implement the following activity or strategy:

The following transition activities are being planned:
High School Visits: We will repeat the high school visits that we initiated last year. Students will be divided into groups based on career clusters, and customized visits will be planned with activities that support student interest. Guides will be chosen from last year’s participants.

► List specific activities along with the cost and date of each activity:

Eight High School visits (dates TBA)
16 subs = 1600
8 busses = 1200
120 student meals = 600

The person(s) in the school and/or district responsible for this is/are:
Name, Title:  
Ignacio Compadre  
Paloma Poderosa  
Contact information:  
ic@esd.k12.az.us  
pp@esd.k12.az.us
Estimated Total Costs: $3,400

We will know this is successful if/by:

This year we are planning to do exit surveys with students and also try to get parent feedback. Our hope is that students will incorporate the idea of attending and succeeding at high school into their understanding of themselves.

### DESCRIPTION OF RESOURCE NEEDS & ESTIMATED COSTS (Itemize by activity)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1a 30 Dell Laptops @ $500 each = 15,000 2 computer carts = $5,000</td>
<td>$20,000</td>
</tr>
<tr>
<td>2.1c Eight High School visits (dates TBA) 16 subs = 1600 8 busses = 1200 120 student meals = 600</td>
<td>$3,400</td>
</tr>
</tbody>
</table>

**SUBTOTAL COSTS for Task 2.1** $23,400

### 2.2 Early Awareness Activities & Strategies

2.2a Our College and Career Readiness Rubric has revealed the following deficiency/concern:

Our counselor has indicated that he would like to attend the ASCA conference in Phoenix. His interest is in expanding his connections and discovering new resources to improve our efforts to make our students college and career ready. Specifically, he is looking at structures for advisory, mentoring and peer-mentoring programs.

Therefore we propose to implement the following activity or strategy:

**Scottie Counts will attend the ASCA conference in Phoenix in March, 2017 (2 days)**

- List specific activities along with the cost and date of each activity:
  - Travel for Scottie Counts to ASCA  Registration - $500  Travel - $200

The person(s) in the school and/or district responsible for this is/are:

Name, Title: Scottie Counts  sc@esd.k12.az.us

Estimated Total Costs: $700

We will know this is successful if/by:

Mr. Counts will do a presentation sharing his information at a faculty meeting.
<table>
<thead>
<tr>
<th>2.2b Our College and Career Readiness Rubric has revealed the following deficiency/concern:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Based on some of the responses on our rubric, we are concerned our students may not be getting the message that we are proud of their growth and efforts. Because many of their parents are graduates from here, they may believe that the school and its students have the same accomplishments and reputation they remember.</td>
</tr>
<tr>
<td>Therefore we propose to implement the following activity or strategy:</td>
</tr>
<tr>
<td>We are going to build a huge thermometer outside the Media Center – visible from Main Street – that shows student growth towards college and career readiness. (Per cents of kids who have perfect attendance, have improved their grades over last grading period, brought their parents to parent conferences, attended a pep rally, have completed CCR activities and so on.)</td>
</tr>
<tr>
<td><strong>List specific activities along with the cost and date of each activity:</strong></td>
</tr>
<tr>
<td>In July, Mr. Treacher will order the necessary materials, and will begin construction of the thermometer. <strong>It will be in place on the first day of school.</strong> Dr. Pimpenel will include status reports for each week, to update students, and then student council will “Unveil” the changes on the thermometer itself, monthly.</td>
</tr>
<tr>
<td><strong>The person(s) in the school and/or district responsible for this is/are:</strong></td>
</tr>
<tr>
<td><strong>Name, Title:</strong> Artie Treacher  <a href="mailto:at@esd.k12.az.us">at@esd.k12.az.us</a>  Estimated Total Costs: $300  We will know this is successful if/by:  Students respond to the demonstration of school pride, and pushing the thermometer becomes a fun activity at school.</td>
</tr>
</tbody>
</table>
2.2c Our College and Career Readiness Rubric has revealed the following deficiency/concern:

Staff is concerned that students do not seem to have an understanding of what opportunities are available to them in our community.

Therefore we propose to implement the following activity or strategy:

We will continue to offer the Lunch with Community Members that we initiated last year. This year, we would like to expand the opportunity, and invite some of our guests to actually teach the material that they use in their jobs. (Police officers can model the geometry in accident investigation or the public speaking they need to testify in court; accountants or stock brokers can teach negative numbers; nurses can talk about technical writing and so on).

► List specific activities along with the cost and date of each activity:
Monthly guests will meet with students in the Principal’s conference room. There is no cost for this activity.

The person(s) in the school and/or district responsible for this is/are:
Name, Title: Scottie Counts
Contact information: sc@esd.k12.az.us
Estimated Total Costs: No cost
We will know this is successful if/by:
Students will become more aware of possible careers in our community.

<table>
<thead>
<tr>
<th>DESCRIPTION OF RESOURCE NEEDS &amp; ESTIMATED COSTS (Itemize by activity)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activity</strong></td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>2.2a</strong> Travel for Scottie Counts to ASCA</td>
</tr>
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<td></td>
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<tr>
<td></td>
</tr>
<tr>
<td><strong>2.2b</strong> Success Thermometer</td>
</tr>
<tr>
<td><strong>SUBTOTAL COSTS for Task 2.2</strong></td>
</tr>
<tr>
<td><strong>SECTION 2 SUBTOTAL (Task 2.1 + Task 2.2)</strong></td>
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<tr>
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</tbody>
</table>
### Section 3: Administrative Responsibilities

Implementing, monitoring, and reporting on progress and impact of actions taken in response to data

<table>
<thead>
<tr>
<th>3.1 CCR Teams [Required]</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Superintendent and Principals will designate personnel to serve on the College and Career Readiness Team at each school along with a District Contact and a Team Leader. (Lists attached to this document.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3.2 Preparing for Next Year (2017–2018) [Required]</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2a - By the end of fall semester 2016, the College &amp; Career Readiness Team(s) will identify appropriate sources of academic data (given the absence of EXPLORE data) to describe students' college and career readiness, and establish protocols for assembling and analyzing that data.</td>
</tr>
</tbody>
</table>
| 3.2b - The District will:  
  i. Synthesize school documents and School Proposals into one CCR Action Plan (submit initial draft of the 2017-18 plan to Arizona GEAR UP by mid-May, 2017)  
  ii. Complete necessary research, including cost analyses and 2017-18 budget |

<table>
<thead>
<tr>
<th>3.3 Reporting [Required]</th>
</tr>
</thead>
<tbody>
<tr>
<td>The District will submit Quarterly Reports to NAU GEAR UP in October, January, April and July; detailing progress on curricular, instructional, and early awareness activities per the Action Plan, along with the Financial Packet for reimbursement, according to the terms of the budget and partner agreement.</td>
</tr>
</tbody>
</table>

Please provide name, title and contact information for designated district level Fiscal Representative:

- **Name, Title:** Francisco Remoulade  
  **Contact information:** fr@esd.k12.az.us

Please provide name and contact information for the district contact responsible for preparing Quarterly Progress Reports:

- **Name, Title:** Carrie Dynamo  
  **Contact information:** cd@esd.k12.az.us
### 3.4 Capacity Building

**[Required]**

3.4a - District will send representatives to the spring 2017 GEAR UP Hosted MGI Super Summit.

The delegation to the Super Summit should include:
- the District Contact
- the principal from each MGI school
- two (2) members of each CCR Team

List of attendees
(Please include names, titles and contact information.)

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carrie Dynamo</td>
<td>Curriculum director</td>
<td><a href="mailto:cd@esd.k12.az.us">cd@esd.k12.az.us</a></td>
</tr>
<tr>
<td>Scarlette Pimpemel</td>
<td>School Principal</td>
<td><a href="mailto:sp@esd.k12.az.us">sp@esd.k12.az.us</a></td>
</tr>
<tr>
<td>Ignacio Compadre</td>
<td>Instructional Coach</td>
<td><a href="mailto:ic@esd.k12.az.us">ic@esd.k12.az.us</a></td>
</tr>
<tr>
<td>Paloma Poderosa</td>
<td>Instructional Coach</td>
<td><a href="mailto:pp@esd.k12.az.us">pp@esd.k12.az.us</a></td>
</tr>
</tbody>
</table>

**DESCRIPTION OF RESOURCE NEEDS & ESTIMATED COSTS**

<table>
<thead>
<tr>
<th>Cost Description</th>
<th>Estimated Cost</th>
<th>Number of Attendees</th>
</tr>
</thead>
<tbody>
<tr>
<td>$300 per attendee</td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

**SUBTOTAL COSTS for Task 3.4a** $1,200

3.4b - The following individual(s) will complete one of the two sessions of the 8 week online College Access Professional (CAP) Training provided by GEAR UP

(September – October 2016)

Name(s) / School(s) Contact information:

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carrie Dynamo</td>
<td>Curriculum director</td>
<td><a href="mailto:cd@esd.k12.az.us">cd@esd.k12.az.us</a></td>
</tr>
<tr>
<td>Paloma Poderosa</td>
<td>Instructional Coach</td>
<td><a href="mailto:pp@esd.k12.az.us">pp@esd.k12.az.us</a></td>
</tr>
</tbody>
</table>

(January – February 2017)

Name(s) / School(s) Contact information:

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scottie Counts</td>
<td>School Counselor</td>
<td><a href="mailto:sc@esd.k12.az.us">sc@esd.k12.az.us</a></td>
</tr>
<tr>
<td>Medea Storyteller</td>
<td>Media Specialist</td>
<td><a href="mailto:ms@esd.k12.az.us">ms@esd.k12.az.us</a></td>
</tr>
</tbody>
</table>

**SUBTOTAL COSTS FOR TASK 3.4b** $0.00

**SECTION 3 SUBTOTAL (Task 3.4a + Task 3.4b)** $1,200

**TOTAL ACTION PLAN BUDGET (ALL TASKS, SECTIONS 1, 2 AND 3)** $43,300
## Exemplary School District

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Phone Number</th>
<th>E-mail Address</th>
<th>Fax</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carrie Dynamo</td>
<td>Dist Curriculum Director</td>
<td></td>
<td><a href="mailto:cd@esd.k12.az.us">cd@esd.k12.az.us</a></td>
<td></td>
</tr>
</tbody>
</table>

## Super School

### CCR Team Leader
- Ignacio Compadre | Instructional Coach | ic@esd.k12.az.us |

### CCR Team Members
- Scarlette Pimpernel | School Principal | sp@esd.k12.az.us |
- Medea Storyteller   | Media Specialist  | ms@esd.k12.az.us |
- Scottie Counts      | School Counselor  | sc@esd.k12.az.us |
- Matt Champ          | Math Department Chair | mc@esd.k12.az.us |
- Petra Teamplayer    | PE Teacher        | pt@esd.k12.az.us |
- Stuart Teamplayer   | Social Studies Teacher | st@esd.k12.az.us |

School Address