NOTICE OF PUBLIC MEETING

Pursuant to A.R.S. §38-431.02, notice is hereby given that the Dysart Governing Board will hold a meeting open to the public on the date and day, at the time, and at the location shown below. A copy of the complete agenda with names and details is posted prior to the scheduled meeting during business hours at the Dysart Education Center at 15802 N. Parkview Place, Surprise, AZ 85374 or at www.dysart.org/public_meetings/.

DYSART UNIFIED SCHOOL DISTRICT
GOVERNING BOARD MEETING AGENDA
REGULAR MEETING

TIME: 6:00 p.m. – Wednesday, January 9, 2013

PLACE: Nathaniel Dysart Education Center, 15802 N. Parkview Place, Surprise, AZ 85374

Individuals wishing to address the Governing Board must fill out a request form available in the Lobby and turn it in to the Board Clerk, Superintendent or Board Secretary prior to the start of the meeting. Those who have asked to speak will be called upon to address the Board at the appropriate time. Persons with a disability or who need an interpreter may request a reasonable accommodation, such as a translator or sign language interpreter, by contacting the Governing Board Secretary at 623-876-7002. Requests should be made at least 48 hours in advance to arrange the service.

REGULAR MEETING

1. Call to Order
   (Members of the Dysart Unified School District Governing Board will attend either in person or by telephone conference call.)

2. Dysart High School JROTC Color Guard and Pledge of Allegiance

3. Approval of the Agenda Form

   It is recommended the Governing Board approve this Agenda Form consistent with Board Policy BEDB and temporarily suspend any Governing Board policy with which this agenda may be inconsistent.

   Motion __________  Second _______________ Vote ________

ANNUAL BOARD ORGANIZATIONAL MEETING AND ACTION ITEM

4. Action to Elect a Governing Board President and Governing Board Clerk

   RECOMMENDATION:

   Pursuant to Policy Section 2.10 and A.R.S. 15-321, the Governing Board will hold an election of its Board President and clerk between January 1 and January 15 every year. The term of office for each officer will be for a one (1) year term. The officers will preside during and until an election of new officers occurs.

   The meeting shall be called to order by the President of the Board for the preceding year. If that person is not a member of the Board, a temporary president shall be elected and the meeting shall be called to order by the temporary president. The person calling the meeting to order shall preside until a successor is chosen. The new President of the board shall take office upon election.
At this time, the current Board President will call for the election of Governing Board President and Governing Board Clerk.

Call for Election of the Board President

Nominees: __________________________

President: __________________________

Motion: __________ Second: __________ Vote: __________

Call for the Election of the Board Clerk

Nominees: __________________________

Clerk: ______________________________

Motion: __________ Second: __________ Vote: __________

5. Summary of Current Events
   - Superintendent
     - Presentations, Recognitions, Celebrations
       - Spotlight Video – *Common Core: In the Classroom*
   - Superintendent Update
   - Governing Board
     - Jennifer Tanner
     - Jerry Eynon
     - Christine Pritchard
     - Traci Sawyer-Sinkbeil
     - Bonnie Schroader

6. Audience with Individuals or Groups
   *This is the time for the public to comment. Members of the Board may not discuss items that are not specifically identified on the agenda. Pursuant to A. R. S. §38-431.01(H), action taken as a result of public comment will be limited to directing staff to study the matter, responding to any criticism or scheduling the matter for further consideration and decision at a later date. In order to facilitate accomplishing the business of the District in a timely manner, a time limit of three (3) minutes will be imposed for each individual or group addressing the Board. When you approach the podium, please state your name for the record.*

**MOTION TO APPROVE CONSENT AGENDA ITEMS**

It is recommended the Governing Board approve Consent Agenda items as presented.

Motion __________ Second __________ Vote __________
ACTION/CONSENT

1. Recommendation to Approve Solar Services Agreement Between Dysart Unified School District and Ballou Energy, LLC and Arizona Limited Liability Company
   Submitted By: Mr. Thompson

   Submitted By: Mr. Dean

3. Request for Release from Contract – Certificated Staff – 2012-2013 School Year
   Submitted By: Mr. Dean

4. Approval of the Minutes of the December 19, 2012 Governing Board Meeting
   Submitted By: Dr. Pletnick

   Submitted By: Dr. Kellis

6. Overnight Travel for Seventeen Willow Canyon High School STEM Club Members and Three Advisors to Attend the FIRST Tech Challenge AZ State Robotics Championship in Flagstaff, AZ, January 18-20, 2013
   Submitted By: Dr. Kellis

7. Out of State Travel for Twenty-four Valley Vista High School Spiritline Members and Three Chaperones to Attend the USA West Coast Spirit Nationals Competition in Anaheim, CA, March 14-18, 2013
   Submitted By: Dr. Thompson

8. Acceptance of Donations, Gifts and Grants
   Submitted By: Mr. Thompson

9. Approval of Expense Voucher 1027 in the Amount of $2,744,970.27
   Submitted By: Mr. Thompson

10. Approval/Ratification of Payroll Vouchers 7502, 28, 7503 and 29 in the Amount of $4,966,251.36
    Submitted By: Mr. Thompson

ACTION/DISCUSSION

Items moved to follow the Executive Sessions

INFORMATION

11. Information Regarding District Plans and Protocols in Place Which Address School and Student Safety (Strategic Plan Goal F, Objectives 23, 24 and 25)
    Submitted By: Dr. Pletnick

12. Information Regarding Progress Toward Accomplishment of 2012-2013 Goals and Objectives
    Submitted By: Dr. Pletnick

13. Recommendation for Conversion of Governing Board Policy Section A – Foundations and Basic Commitments and Revision of Section 11.1 – Parent Involvement in Education - First Reading
    Submitted By: Dr. Pletnick

14. 2012-2013 Report on the Continuous Improvement Plan (CIP) for Dysart Elementary and Marley Park Elementary
    Submitted By: Dr. Miller

CALL FOR EXECUTIVE SESSION

Call for Executive Session(s): Pursuant to A.R.S. §38-431.03 1. (A)(1) Discussion of the Superintendent’s progress toward accomplishment of goals, and 2. (A)(3) and (A)(4) Consultation for legal advice and discussion with the attorney regarding Case Number CV2010-091311 and possible settlement thereof.

Motion Second Vote
RECESS FOR EXECUTIVE SESSION

EXECUTIVE SESSION

GENERAL FUNCTIONS

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. Executive Session(s)
   1. A.1 Discussion of the Superintendent’s progress toward accomplishment of goals.
   2. A.3 and A.4 Consultation for legal advice and discussion with the attorney regarding Case Number CV2010-091311 and possible settlement thereof.

RECONVENE REGULAR MEETING

ACTION/DISCUSSION - Continued

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>15. Recommendation to Consider Action to Approve Settlement of Case Number CV2010-091311</td>
<td>Dr. Pletnick</td>
</tr>
<tr>
<td>16. Superintendent Mid-Year Review Summary</td>
<td>Dr. Pletnick</td>
</tr>
</tbody>
</table>

REQUESTS FOR FUTURE AGENDA ITEM

ADJOURNMENT

Motion ________________ Second ________________ Vote _______
AGENDA ITEM:  *Recommendation to Approve Solar Services Agreement Between Dysart Unified School District and Ballou Energy, LLC an Arizona Limited Liability Company

Action/Consent   X   Action/Discussion   Information   Supporting Data

Cost: ___________________________ Funding Source: M&O

EXECUTIVE SUMMARY:

Administration recommends approval of the agreement for the financing, design, installation, operation and maintenance of a solar panel system.

The agreement has been reviewed and released by legal counsel.

BOARD ACTION REQUESTED:

It is recommended the Governing Board approve Solar Services Agreement between Dysart Unified School District and Ballou Energy, LLC an Arizona limited liability company and allow the Executive Director of Business Services to sign the agreement and any affiliated documents.

SUBMITTED BY: ___________________ SUPERINTENDENT: ___________________

ACTION BY BOARD: Motion: _____ Second: _____ Vote: _____ AGENDA ITEM: _____

Action/Consent X Action/Discussion Information Supporting Data X

Cost: ___________________ Funding Source: Grants, IDEA

EXECUTIVE SUMMARY:

It is recommended the Governing Board approve personnel action items which may include new hires, leaves of absence, resignations, terminations and supplemental compensation. Information regarding the personnel action items is attached.

BOARD ACTION REQUESTED:

It is recommended the Governing Board approve personnel actions for December 19, 2012 through January 9, 2013 as presented.

SUBMITTED BY: Superintendent: ACTION BY BOARD: Motion: Second: Vote: AGENDA ITEM: 2
NEW HIRE

CERTIFIED STAFF

<table>
<thead>
<tr>
<th>NAME</th>
<th>ASSIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Axelsson, Kelly</td>
<td>Teacher</td>
</tr>
<tr>
<td>Carlson, Jacob</td>
<td>Teacher</td>
</tr>
<tr>
<td>McCorkle, Tracy</td>
<td>Teacher</td>
</tr>
<tr>
<td>Moore, Luci</td>
<td>Teacher</td>
</tr>
<tr>
<td>Roosevelt, Laura</td>
<td>Teacher</td>
</tr>
</tbody>
</table>

CLASSIFIED STAFF

<table>
<thead>
<tr>
<th>NAME</th>
<th>ASSIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campbell, Kara</td>
<td>Instructional Assistant 1:1</td>
</tr>
<tr>
<td>Ferrier, Brian</td>
<td>Crossing Guard</td>
</tr>
<tr>
<td>Goodman, Jennifer</td>
<td>Instructional Assistant 1:1</td>
</tr>
<tr>
<td>Madden, Tricia</td>
<td>Coach</td>
</tr>
<tr>
<td>Southern, Karen</td>
<td>Instructional Assistant</td>
</tr>
<tr>
<td>Stevenson, Sarah</td>
<td>Coach</td>
</tr>
</tbody>
</table>

RESIGNATION

CERTIFIED STAFF

<table>
<thead>
<tr>
<th>NAME</th>
<th>REASON</th>
<th>EFFECTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alexander, Loretta</td>
<td>Personal/Administration Supports</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Waiver of Liquidated Damages</td>
<td>12/19/2012</td>
</tr>
<tr>
<td>Block, Heather</td>
<td>Not Returning from LOA</td>
<td>12/14/2012</td>
</tr>
<tr>
<td>Northrup, Mona</td>
<td>Personal/Administration Supports</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Waiver of Liquidated Damages</td>
<td>12/20/2012</td>
</tr>
</tbody>
</table>

CLASSIFIED STAFF

<table>
<thead>
<tr>
<th>NAME</th>
<th>REASON</th>
<th>EFFECTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Billington, Marcia</td>
<td>Retirement</td>
<td>01/08/2013</td>
</tr>
<tr>
<td>Encinas, Wendy</td>
<td>Other Employment</td>
<td>01/11/2013</td>
</tr>
<tr>
<td>Meneley, Grant</td>
<td>Personal</td>
<td>12/20/2012</td>
</tr>
</tbody>
</table>

CLASSIFIED EXEMPT STAFF

<table>
<thead>
<tr>
<th>NAME</th>
<th>REASON</th>
<th>EFFECTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Southards, Debra</td>
<td>Other Employment</td>
<td>12/27/2012</td>
</tr>
</tbody>
</table>
### SUPPLEMENTAL COMPENSATION

**Staff will be paid per MOU for K-8 Extended Day Activities.**

<table>
<thead>
<tr>
<th>Adelman, Erika</th>
<th>Mills, Kathleen</th>
<th>Romero, Kaselyn</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marinelli, Danae</td>
<td>Rolfe, Beth</td>
<td></td>
</tr>
</tbody>
</table>

**Staff will be paid per MOU for Game Worker.**

| Carleton, Jennifer   | Kramer, Mary    |

**Staff will be paid per MOU for K-8 Athletics Winter.**

<table>
<thead>
<tr>
<th>Altamirano, Annette</th>
<th>Hughes-Polk, Heather</th>
<th>Proffitt, Melinda</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bedolla, Xavier</td>
<td>Jones, Robert</td>
<td>Puryear, Ciara</td>
</tr>
<tr>
<td>Beuthin, Kevin</td>
<td>Jorgensen, Kaitlin</td>
<td>Ramos, John</td>
</tr>
<tr>
<td>Braun, Jeff</td>
<td>Kennedy, Angela</td>
<td>Rizzi, Nicholas</td>
</tr>
<tr>
<td>Burnett, Craig</td>
<td>Keough, Tracee</td>
<td>Roberts, Kasey</td>
</tr>
<tr>
<td>Collotta, Nicholas</td>
<td>Kleinow, Scott</td>
<td>Rogers, Cynthia</td>
</tr>
<tr>
<td>Corklin, Amber</td>
<td>Kuhn, Donald</td>
<td>Scheeler, Laura</td>
</tr>
<tr>
<td>Connelly, Kandice</td>
<td>Lujano, Eric</td>
<td>Schr, Trevor</td>
</tr>
<tr>
<td>Costello, Rhiamon</td>
<td>Makings, Kimberly</td>
<td>Sherman, Joshua</td>
</tr>
<tr>
<td>Day, John</td>
<td>Marquardt, Alexander</td>
<td>Sherrill, Shannon</td>
</tr>
<tr>
<td>Densford, Sharon</td>
<td>Maslyn, Melissa</td>
<td>Sullivan, Steve</td>
</tr>
<tr>
<td>Ferris, Sarah</td>
<td>Maves, Suzanne</td>
<td>Thursam, Jeffrey</td>
</tr>
<tr>
<td>Fischer, Raymond</td>
<td>McElraine, Christiine</td>
<td>Tonialazzo, Joseph</td>
</tr>
<tr>
<td>Fleming, Patricia</td>
<td>McCleery, Randal</td>
<td>Trest, Kristin</td>
</tr>
<tr>
<td>Forney, Michelle</td>
<td>McDaniel, Aubrie</td>
<td>Troy, Leslie</td>
</tr>
<tr>
<td>Harrison, Robert</td>
<td>Minnesota, Dorothy</td>
<td>Washington, Tracy</td>
</tr>
<tr>
<td>Heibich, Linda</td>
<td>Moghina, Christian</td>
<td>Wiedeke, Robert</td>
</tr>
<tr>
<td>Hein, Jessica</td>
<td>Perla, Juan</td>
<td>Wojtovich, Sarah</td>
</tr>
<tr>
<td>Hudson, Michelle</td>
<td>Platzbecker, Eileen</td>
<td>Woodard, Daska</td>
</tr>
</tbody>
</table>

**Staff will be paid per MOU for Game Supervisor.**

<table>
<thead>
<tr>
<th>Dehattista, Matthew</th>
<th>Thornell, Kent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hancock, Jeff</td>
<td>Van Winkle, Etrika</td>
</tr>
</tbody>
</table>

**Staff will be paid Additional Hours-Classified.**

| Bishop-Moehr, Bethany | Council, Susan     | Smith, Kathryn |

**Staff will be paid per MOU for Additional Hours-Certified.**

<table>
<thead>
<tr>
<th>Barndt, Maureen</th>
<th>Hintz, Annette</th>
<th>Salazar, Michelle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bell, Matthew</td>
<td>Jones, Lisa</td>
<td>Szlaniech, Cynthia</td>
</tr>
<tr>
<td>Clark, Angelique</td>
<td>Labovick, Karen</td>
<td>Walz, Marlene</td>
</tr>
<tr>
<td>Gonzalez, Elena</td>
<td>Leblanc, Michael</td>
<td>Wiggins, Seth</td>
</tr>
<tr>
<td>Halleck, Julie</td>
<td>Orona, Adrian</td>
<td></td>
</tr>
<tr>
<td>Herrington, Kristy</td>
<td>Piniewski, April</td>
<td></td>
</tr>
</tbody>
</table>
January 9, 2013 Governing Board Meeting

Staff will be paid per MOU for Teaching and Tutoring.

Hintz, Annette       Hoskins, Stacie       Munoz, Eva

Staff will be paid per MOU for K-8 Grade Level Chair.

Adame, Jeremy       Keough, Tracee       Rojas, Sylvia
Attilio, Kathleen      Leon, Joshua       Saltarelli, Charlene
Coon, Terri         Miller, Kathleen       Seifert, Alycia
Croteau, Diane       Mitchell, Mary       Soto-Trinidad, Celinas
Dixon, Sharyn       Morgan, Dianna        Van Oel, Anna
Encarnacion, Maria    Orcutt, Laura       Virgil, Miranda
Galindo, Edgar       Perla, Juan         Whalen, Colleen
Grubb, Nicole        Platzbecker, Eileen

Staff will be paid per MOU for High School Department Chair.

Hinde, Casey

Staff will be paid per MOU for Online Course Teacher.

Carlson, Cheryl      Kinane, Tracy       Rutkowski, Helen
Coots, Michelle      Lee, Tonya         Santacasa, Rochelle
Daub, Melissa        Malic, Jennifer     Scatife, Richard
Dore, Jennifer       Mekhail, Erin       Schmitt, Christin
Ekstrom, Angela      Melvin, Steven      Smith, Tiffany
Gamboa, Nuria        Miller, Cathi       Triolo, Tom
Garcia, Christina    Morgan, Kathy       Wallace, Lesley
Gorosics, Dawn       Moser, Nancy        Wenz, Maren
Goto, Michael        Ostrus, David       Wolfcott, Bryce
Hill, Renee          Pierce, Tammy       Rasset, Katie
Hinde, Casey

Staff will be paid per MOU for Curriculum Writing.

Brandon, Cara       Erchevery, Austine    Thompson, Robin
Byer, Marla         Levan, Leslie        Zorger, Michelle

Staff will be paid per MOU for High School Activities.

Crow, Amy           Parachini, Lisa       Tenney, Daniel
Kemper, Holly       Salazar, Michelle     Waller, Robert
Kieran, Kimberly    Swearingen, Rian

Staff will be paid per MOU for National Board Certification.

Gilfillan, Kathleen   Jones, Jaimi
AGENDA ITEM:  *Request for Release from Contract – Certificated Staff – 2012-2013 School Year

Action/Consent  X  Action/Discussion  ___  Information  ___  Supporting Data  ___  

Cost:  N/A  Funding Source:  

EXECUTIVE SUMMARY:

Matthew DeBattista, teacher at Desert Moon School, requests to be released from his 2012-2013 contract.

The administration recommends that the Governing Board not release Mr. DeBattista from his 2012-2013 Certificated Employee Contract.

BOARD ACTION REQUESTED:

It is recommended the Governing Board not release Matthew DeBattista from his 2012-2013 Certificated Employee Contract.

SUBMITTED BY:  
SUPERINTENDENT:  
ACTION BY BOARD:  Motion:  Second:  Vote:  AGENDA ITEM:  3
AGENDA ITEM: *Approval of the Minutes of the December 19, 2012 Governing Board Meeting

Action/Consent _______ Action/Discussion X _______ Information _______ Supporting Data X _______

Cost: N/A Funding Source: N/A

EXECUTIVE SUMMARY:

It is recommended the Governing Board approve the minutes of the December 19, 2012 Governing Board meeting.

BOARD ACTION REQUESTED:

It is recommended the Governing Board approve the minutes of the December 19, 2012 Governing Board meeting.

SUBMITTED BY: [Signature] SUPERINTENDENT: [Signature]

ACTION BY BOARD: Motion: _______ Second: _______ Vote: _______ AGENDA ITEM: _______
DYSART UNIFIED SCHOOL DISTRICT #89

MINUTES: GOVERNING BOARD – REGULAR MEETING

2012-2013

December 12, 2012

Location:
Nathaniel Dysart Education Center

I. REGULAR MEETING - GENERAL FUNCTION

1. Ms. Traci Sawyer-Sinkbeil, Governing Board President, called the regular meeting to order at 6:00 p.m. Governing Board members constituting a quorum were present; Ms. Traci Sawyer-Sinkbeil, Mr. Jerry Eynon, Ms. Christine Pritchard, and Mrs. Bonnie Schroader. Ms. Jennifer Tanner was absent.

2. Sunset Hills student, Christian Angeles, led the Pledge of Allegiance.

3. A motion by Sawyer-Sinkbeil/Pritchard was entered to approve the Agenda Form consistent with Board Policy and temporarily suspend any Governing Board Policy with which the agenda may be inconsistent. UNANIMOUS

4. Summary of Current Events
   - Presentations, Recognitions, Celebrations
     - Sunset Hills, Cimarron Springs and Countryside hosted the New Century Learner Showcase.
     - The Middle School Jazz Band performed.
   - Superintendent Update – Dr. Pletnick honored those lost too young to the shooter in Newtown. The planning, the practice and the training of Dysart staff make our schools better prepared for such a crisis. Safety of students and staff is a priority in Dysart and it is because of the commitment of all of our staff and the support of our community’s law enforcement and first responders that we have the necessary level of security in our schools. Dr. Pletnick also shared information regarding the meetings held with staff and community at schools and programs impacted by the plan for addressing the growth in the southern portion of the district.
   - Governing Board – Governing Board members expressed heartfelt condolences to the families in Connecticut and honored those lost with a moment of silence. Our thoughts and prayers are with the families and community during their time of need.
     - Traci Sawyer-Sinkbeil attended Willow Canyon activities including a pep assembly/student recognition as well as the December 11th Holiday Concert. She also attended the December 16th U. S. Department of Education Roundtable and the December 13-14th ASBA 55th Annual Conference.
     - Jerry Eynon enjoyed his visit to El Mirage School this week.
     - Christine Pritchard attended the December 13-14th ASBA 55th Annual Conference, volunteered at Canyon Ridge to help with a fish dissection. She was very impressed with the level of rigor. In addition, Ms. Pritchard was on the Canyon Ridge campus during the lockdown. She thanked the principal, Dr. Isai, and staff for their professionalism during the situation.
     - Bonnie Schroader attended the December 13-14th ASBA 55th Annual Conference last week as well as the December 12th ASBA 2012 Legislative Workshop.
5. Audience with Individuals or Groups
Ms. Michele Caruso addressed the Governing Board and shared with them her experience with the Canyon Ridge lockdown on December 18, 2012. Ms. Caruso was extremely pleased with the way staff conducted themselves in such an orderly, professional manner.

ACTION/CONSENT

A motion by Eynon/Schroader was entered to approve the consent items as presented.

**UNANIMOUS**

**ACTION/CONSENT**

1. Recommendation for Approval to Award Contract No. 13-3201-011 General Merchandise to Best Buy for Business and Lakeshore Learning Materials for the 2012-2013 Fiscal Year
   Approved
   **UNANIMOUS**

2. Recommendation for Approval to Issue and Release Invitations for Bid for Art Supplies & Equipment, Athletic PE Uniforms & Miscellaneous Apparel, Musical Instruments Supplies & Equipment, Printing Services, and Science Supplies & Equipment
   Approved
   **UNANIMOUS**

   Approved. Appendix A
   **UNANIMOUS**

4. Recommendation to Terminate Employment – Classified Staff – 2012-2013 School Year
   Approved the termination of Nancy Gall effective December 20, 2012.
   **UNANIMOUS**

5. Approval of the Minutes of the December 1, 2012 Career Fair, December 5, 2012 Special and Regular Governing Board Meeting, the December 10, 2012 Education Drives America Round Table, and the December 13-14, 2012 ASA/ASBA 55th Annual Conference
   Approved
   **UNANIMOUS**

6. Professional Growth Credit and Establishment of Supplemental Assignments for Professional Growth Classes for Spring, 2013
   Approved the professional growth classes, supplemental assignments and professional growth credit for certified staff participating in these programs
   **UNANIMOUS**

7. Support Staff Professional Development Classes for Spring, 2013
   Approved the professional growth classes and professional growth points for support staff participating in the programs outside their work day,
   **UNANIMOUS**
8. Recommendation for Approval of High School Curriculum for Japanese 5-6 Honors, Japanese 7-8 Honors, AP Studio Art, AP Music Theory, Physics Honors and TV/Broadcast Productions 3-4 Honors 
Approved
UNANIMOUS

9. Recommendation for Approval of High School Cambridge Curriculum Frameworks for U.S. History, Chemistry, English/Literature and Art and Design 
Approved
UNANIMOUS

10. Approval to Adopt the High School Adobe CS5 Classroom License and MyGraphicsLab Adobe Online Curriculum for the Career and Technical Communications Media Technology Programs 
Approved
UNANIMOUS

11. District High School Course Description Guide 
Approved
UNANIMOUS

12. Approval to Adopt the Houghton Mifflin Harcourt Textbook Journeys, © 2014 and Houghton Mifflin Harcourt Soar to Success, © 2008 Instructional Materials for the K-3 Reading Program 
UNANIMOUS

13. Out of State Travel for Up to Forty-eight Dysart High School Spiritline Members and Seven Chaperones to Attend the West Coast Spirit Nationals in Anaheim, CA, March 14-18, 2013 
Approved
UNANIMOUS

14. Out of State Travel for Twenty-five Willow Canyon High School TV/Broadcast Production Student Film Making and IB Film Students, Two Advisors and One Chaperone to Attend the 2013 Student Television Network Convention in Los Angeles, CA, March 6-11, 2013 
Approved
UNANIMOUS

15. Overnight Travel for Ten Willow Canyon High School Student Council Members and Two Advisors to Attend the State Student Council Conference in Gilbert, AZ, January 24-26, 2013 
Approved
UNANIMOUS

16. Out of State Travel for One Valley Vista High Teacher to Attend the Potters Council Conference Engaging Ceramics Surfaces in San Diego, CA, February 1-3, 2013 
Approved
UNANIMOUS
17. Extra Curricular Tax Credit Fund and Student Activities Fund Reports for the Month of November 2012
   Accepted

18. Acceptance of Donations, Gifts and Grants
   Accepted

19. Approval/Ratification of Payroll Vouchers 7499, 25, 7500, 26, 7501 and 27 in the Amount of $5,536,394.22
   Approved/Ratified

20. Approval of Expense Vouchers 1025 and 1026 in the Amount of $1,282,823.13
    Approved

   **ACTION/DISCUSSION**

21. Recommendation to Approve the Appointment of an Interim Assistant Principal at El Mirage Elementary School for the Remainder of the 2012-2013 School Year
    After discussion, a motion by Sawyer-Sinkbeil/Schroader was entered to approve the appointment of Fernando De La Ossa as Interim Assistant Principal at El Mirage Elementary School for the remainder of the 2012-2013 school year. UNANIMOUS

22. Meet and Confer – IBA Standards
    After discussion, a motion by Schroader/Eynon was entered to adopt the IBA standards as established for the 2012-2013 Meet and Confer. Appendix B
    UNANIMOUS

23. Recommendation to Approve Professional Practice Evaluation Instruments and Percentages for the 2013-2014 School Year
    After discussion, a motion by Schroader/Sawyer-Sinkbeil was entered to approve the professional practice evaluation instruments and percentages (33% on Student Achievement Data and 67% on Professional Practice scores) used in the Teacher and Principal Evaluation Systems for the 2013-2014 school year. UNANIMOUS

   **INFORMATION**

24. Discussion Regarding Scheduling a Special Session to Discuss the Superintendent’s Mid-Year Progress Evaluation
    Dr. Pletnick suggested the Mid-Year evaluation presentation and executive session could be held at the January 9, 2013 meeting of the Board or as otherwise scheduled by the Board. The presentation and executive session will be a part of the January 9th meeting.

25. 2012-2013 Report on the Continuous Improvement Plan (CIP) for Mountain View School and Sunset Hills Elementary
    Leadership teams representing Mountain View School And Sunset Hills Elementary presented information regarding CIP achievements and goals/actions in place to ensure continued improvement. The Governing Board asked clarifying questions and received input from the teams regarding the presentations. Appendix C
REQUESTS FOR FUTURE AGENDA ITEMS - NONE

ADJOURNMENT

On a motion entered by Sawyer-Sinkbeil/Schroader and by unanimous vote, the meeting ended at 7:55 p.m.

Signed:  

Date:  

January 9, 2013
AGENDA ITEM: Approval of Disciplinary Hearing Officer for the Time Period of January 1, 2013 - December 31, 2013

Action/Consent X  Action/Discussion  Information  Supporting Data

Cost: Approx: $15,000.00  Funding Source: M&O

EXECUTIVE SUMMARY:

In accordance with A.R.S. 15-843(F-2b), the governing board shall, “Provide by policy or vote at its annual organizational meeting that all hearings concerning the expulsion of a pupil pursuant to this section will be conducted before a hearing officer selected from a list of hearing officers approved by the governing board.”

The following individuals responded to the call for verbal quotes for the Student Disciplinary Hearing Officer for the time period of January 1, 2013 – December 31, 2013:

1. Barbara Surloff – Butterfly Consulting
2. Don Germann

BOARD ACTION REQUESTED:

It is recommended the Governing Board approve the Student Disciplinary Hearing Officers for the calendar year beginning January 1, 2013 and concluding December 31, 2013.

SUBMITTED BY:  SUPERINTENDENT:

ACTION BY BOARD:  Motion:  Second:  Vote:  AGENDA ITEM:  5

Page 1 of 1
AGENDA ITEM: *Overnight Travel for Seventeen Willow Canyon High School STEM Club Members and Three Advisors to Attend the FIRST Tech Challenge AZ State Robotics Championship in Flagstaff, AZ, January 18-20, 2013

<table>
<thead>
<tr>
<th>Action/Consent</th>
<th>Action/Discussion</th>
<th>Information</th>
<th>Supporting Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td>WCHS STEM Club, Tax Credit</td>
<td></td>
</tr>
<tr>
<td>Cost: $3,458.80</td>
<td>Funding Source:</td>
<td>Funds, Student Contribution</td>
<td></td>
</tr>
</tbody>
</table>

EXECUTIVE SUMMARY:

WHO: Seventeen Willow Canyon students (6 female/11 male), two male advisors and one female advisor

WHAT: FIRST Tech Challenge, AZ State Robotics Championship

WHERE: Coconino High School, Flagstaff, AZ

WHEN: January 18-20, 2013

WHY: To compete and defend the 2012 FTC Robotics State Championship title

COST: The approximate cost of $3,458.80 includes team registration, lodging, meals and transportation. Student's contribution not to exceed $100.00 with the remainder to be paid by Tax Credit and STEM Club funds. Students will travel to the event via white buses. Guest teachers to be paid by school funds.

BOARD ACTION REQUESTED:

It is recommended that the Governing Board approve the overnight travel of seventeen Willow Canyon High School STEM Club members and three advisors to attend the FIRST Tech Challenge AZ State Robotics Championship in Flagstaff, AZ, January 18-20, 2013.

SUBMITTED BY: [Signature]
SUPERINTENDENT: [Signature]

ACTION BY BOARD: Motion: _____ Second: _____ Vote: _____ AGENDA ITEM: _____

Page 1 of 1
Dysart Unified School District
January 9, 2013
Governing Board Meeting

"Exceeding standards, future ready"

GOVERNING BOARD ITEM

AGENDA ITEM: *Out of State Travel for Twenty-four Valley Vista High School Spiritline Members and Three Chaperones to Attend the USA West Coast Spirit Nationals Competition in Anaheim, CA, March 14-18, 2013

<table>
<thead>
<tr>
<th>Action/Consent</th>
<th>Action/Discussion</th>
<th>Information</th>
<th>Supporting Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>Spiritline Booster Club, Student Activities, Fundraising, Sponsor</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Funding Source: Donations, Tax Credit</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Cost: $17,635.00

EXECUTIVE SUMMARY:

WHO: Twenty-four Valley Vista High School Spiritline members, two female chaperones and one male chaperone

WHAT: USA West Coast Spirit Nationals Competition

WHEN: March 14-18, 2013

WHERE: Anaheim, California

WHY: In November, the Spiritline participated in the USA Regional Competition. The team placed in the top of all events and earned a superior rating in all events. The superior rating gave the Spiritline a bid to compete at the West Coast Spirit Nationals in Anaheim, CA. The trip will provide a great experience and will also give positive media exposure to the District and the school. The competition is taped and portions of the competition are shown on Fox Sports Net, as well as various other sports channels. The competition allows the students to compete at an elite level, showcase their hard work and build teamwork and school spirit.

COST: The approximate cost of $17,635.00 includes competition fees, lodging, meals, theme park entrance fees and transportation. Student’s contribution not to exceed $100.00 with the remainder to be paid by Student Activities funds, fundraising, sponsor donations, Booster Club and Tax Credit. Guest teachers to be paid by Booster Club funds. Students will travel to the event via charter bus with Shadow Ridge High School Spiritline members and chaperones.

BOARD ACTION REQUESTED:

It is recommended that the Governing Board approve the out of state travel of twenty-four Valley Vista High School Spiritline members and three chaperones to attend the USA West Coast Spirit Nationals Competition in Anaheim, CA, March 14-18, 2013.

SUBMITTED BY: SUPERINTENDENT: [Signature]

ACTION BY BOARD: Motion: Second: Vote: AGENDA ITEM: 7
Dysart Unified School District       January 9, 2013       Regular Governing Board Meeting

"Exceeding standards, future ready"

GOVERNING BOARD ITEM

AGENDA ITEM:  *Acceptance of Donations, Gifts and Grants

<table>
<thead>
<tr>
<th>Action/Consent</th>
<th>Action/Discussion</th>
<th>Information</th>
<th>Supporting Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

EXECUTIVE SUMMARY:

<table>
<thead>
<tr>
<th>Donor</th>
<th>Item</th>
<th>School/Dept</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advantage Funeral Home</td>
<td>Cash</td>
<td>Shadow Ridge High School</td>
<td>$500.00</td>
</tr>
<tr>
<td>Albertsons, LLC</td>
<td>Cash</td>
<td>Desert Moon School</td>
<td>$1,000.00</td>
</tr>
<tr>
<td>All Saints of the Desert Episcopal Church</td>
<td>Cash</td>
<td>District Office</td>
<td>$50.05</td>
</tr>
<tr>
<td>Dysart Education Foundation</td>
<td>Cash</td>
<td>Valley Vista High School</td>
<td>$1,000.00</td>
</tr>
<tr>
<td>Grad’s Photography, LLC</td>
<td>Cash</td>
<td>Dysart Early Childhood Education, Thompson Ranch Elementary</td>
<td>$941.00</td>
</tr>
<tr>
<td>Springwater Community Church</td>
<td>Cash</td>
<td>Sonoran Heights Elementary</td>
<td>$500.00</td>
</tr>
<tr>
<td>Square 1 Art, LLC</td>
<td>Cash</td>
<td>Parkview Elementary</td>
<td>$83.70</td>
</tr>
<tr>
<td>Lord of Life Lutheran Church</td>
<td>School Supplies</td>
<td>Desert Moon School</td>
<td>$200.00</td>
</tr>
<tr>
<td>Fournier, Mr. &amp; Mrs.</td>
<td>Trumpet</td>
<td>Luke Elementary</td>
<td>$240.00</td>
</tr>
<tr>
<td>Sun City Sewers</td>
<td>Winter Concert Supplies</td>
<td>Surprise Elementary</td>
<td>$500.00</td>
</tr>
</tbody>
</table>

Cash donations: $4,074.75                     Year-to-date Total: $122,702.61
Non-cash donations: $940.00                   Year-to-date Total: $21,992.17
Developer Donations: $500.00                  Year-to-date Total: $8,000.00

BOARD ACTION REQUESTED:
It is recommended the Governing Board accept the donations, gifts and grants as presented.

SUBMITTED BY: ___________________ SUPERINTENDENT: ___________________

ACTION BY BOARD: Motion: ______  Second: ______  Vote: ______  AGENDA ITEM: ___
GOVERNING BOARD ITEM

AGENDA ITEM:  *Approval of Expense Voucher 1027 in the Amount of $2,744,970.27

Action/Consent  X    Action/Discussion  ___    Information  ___    Supporting Data  X
Cost:  N/A  Funding Source:  N/A

EXECUTIVE SUMMARY:

<table>
<thead>
<tr>
<th>DATE</th>
<th>VOUCHER #</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/13/12</td>
<td>1027</td>
<td>$2,744,970.27</td>
</tr>
<tr>
<td></td>
<td></td>
<td>TOTAL $2,744,970.27</td>
</tr>
</tbody>
</table>

BOARD ACTION REQUESTED:

It is recommended the Governing Board approve expense voucher 1027 in the amount of $2,744,970.27.

SUBMITTED BY:  
SUPERINTENDENT:  
ACTION BY BOARD:  Motion:  Second:  Vote:  AGENDA ITEM: 9
DYSART UNIFIED VOUCHER

Voucher No: 1027  Voucher Date: 12/13/2012  Prepared By: [Signature]

DYSART UNIFIED is hereby authorized to draw warrants against DYSART UNIFIED funds for the sum of $2,744,970.27 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2012 to June 30, 2013 (period cannot overlap fiscal year end.)

I certify by my original signature below that this claim is just and correct, and the services and/or materials herein represented have been received and that the claim: ___was approved at a public meeting of the governing board on __________ (A.R.S. 15-304), or ___will be ratified at the next regular or special meeting of the governing board on __________ in accordance with the procedures of A.R.S. 15-321 All items are properly coded and not in excess of the budget. Itemized invoices accompany these vouchers. All employees and officials have on file an oath in compliance with ARS 38-231.

[Signature]

TRACI SAWYER-SINKEIL  PRESIDENT

JERRY EYNON  CLERK

CHRISTINE PRITCHARD  MEMBER

BONNIE SCHROADER  MEMBER

JENNIFER TANNER  MEMBER

DYSART UNIFIED

<table>
<thead>
<tr>
<th>Fund</th>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>001</td>
<td>MAINTENANCE AND OPERATION</td>
<td>$820,029.24</td>
</tr>
<tr>
<td>101</td>
<td>TITLE I (12/13)</td>
<td>$25,432.15</td>
</tr>
<tr>
<td>163</td>
<td>SAFE AND SUPPORTIVE SCHOOLS (12/13)</td>
<td>$143.48</td>
</tr>
<tr>
<td>190</td>
<td>TITLE III LEP PROGRAM</td>
<td>$260.00</td>
</tr>
<tr>
<td>220</td>
<td>IDEA - BASIC ENTITLEMENT</td>
<td>$10,959.44</td>
</tr>
<tr>
<td>260</td>
<td>CTE BASIC GRANT</td>
<td>$26,924.12</td>
</tr>
<tr>
<td>290</td>
<td>MIPS-MEDICAID INCENTIVE PAYMENT SYSTEM</td>
<td>$446.50</td>
</tr>
<tr>
<td>377</td>
<td>SAFE SCHOOLS/HEALTHY STUDENTS (08/13)</td>
<td>$1,549.16</td>
</tr>
<tr>
<td>Fund</td>
<td>Description</td>
<td>Amount</td>
</tr>
<tr>
<td>-------</td>
<td>------------------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>493</td>
<td>AZ K-12 CENTER MASTER TEACHER(EdServ)</td>
<td>$2,978.65</td>
</tr>
<tr>
<td>506</td>
<td>SCHOOL PLANT SALE</td>
<td>$12,485.18</td>
</tr>
<tr>
<td>510</td>
<td>FOOD SERVICE</td>
<td>$618,310.49</td>
</tr>
<tr>
<td>515</td>
<td>CIVIC CENTER</td>
<td>$333.62</td>
</tr>
<tr>
<td>520</td>
<td>COMMUNITY SCHOOL</td>
<td>$8,697.00</td>
</tr>
<tr>
<td>525</td>
<td>AUXILIARY OPERATIONS</td>
<td>$840.00</td>
</tr>
<tr>
<td>526</td>
<td>EXTRACURRICULAR ACTIV. TAX CREDIT</td>
<td>$12,634.19</td>
</tr>
<tr>
<td>530</td>
<td>GIFTS AND DONATIONS</td>
<td>$7,106.53</td>
</tr>
<tr>
<td>570</td>
<td>INDIRECT COSTS</td>
<td>$13.13</td>
</tr>
<tr>
<td>596</td>
<td>WEST MEC</td>
<td>$21,379.13</td>
</tr>
<tr>
<td>625</td>
<td>SOFT CAPITAL ALLOCATION</td>
<td>$523.73</td>
</tr>
<tr>
<td>850</td>
<td>STUDENT ACTIVITIES</td>
<td>$12,990.52</td>
</tr>
<tr>
<td>960</td>
<td>SELF INSURANCE</td>
<td>$1,160,934.01</td>
</tr>
</tbody>
</table>

**Total Amount:** $2,744,970.27
AGENDA ITEM: *Approval/Ratification of Payroll Vouchers 7502, 28, 7503 and 29 in the Amount of $4,966,251.36

EXECUTIVE SUMMARY:

<table>
<thead>
<tr>
<th>DATE</th>
<th>VOUCHER #</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/12/12</td>
<td>7502</td>
<td>$5,381.79</td>
</tr>
<tr>
<td>12/12/12</td>
<td>28</td>
<td>$7,534.48</td>
</tr>
<tr>
<td>12/14/12</td>
<td>7503</td>
<td>$4,778,804.74</td>
</tr>
<tr>
<td>12/20/12</td>
<td>29</td>
<td>$174,530.35</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>$4,966,251.36</strong></td>
</tr>
</tbody>
</table>

BOARD ACTION REQUESTED:

It is recommended the Governing Board approve/ratify payroll vouchers 7502, 28, 7503 and 29 in the amount of $4,966,251.36.

SUBMITTED BY: [Signature]  SUPERINTENDENT: [Signature]

ACTION BY BOARD: Motion: _____ Second: _____ Vote: _____ AGENDA ITEM: 10
DYSART UNIFIED VOUCHER

Voucher No: 7502  Voucher Date: 12/12/2012  Prepared By: [Signature]

DYSART UNIFIED is hereby authorized to draw warrants against DYSART UNIFIED funds for the sum of $5,381.79 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2012 to June 30, 2013 (period cannot overlap fiscal year end.)

I certify by my original signature below that this claim is just and correct, and the services and/or materials herein represented have been received and that the claim: ___ was approved at a public meeting of the governing board on __________ (A.R.S. 15-304), or ___ will be ratified at the next regular or special meeting of the governing board on __________ in accordance with the procedures of A.R.S. 15-321. All items are properly coded and not in excess of the budget. Itemized invoices accompany these vouchers. All employees and officials have on file an oath in compliance with ARS 38-231.

[Signature]

TRACI SAWYER-SINKBEIL  PRESIDENT

JERRY EYNON  CLERK

CHRISTINE Pritchard  MEMBER

BONNIE SCHROADER  MEMBER

JENNIFER TANNER  MEMBER

DYSART UNIFIED

<table>
<thead>
<tr>
<th>Fund</th>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>001</td>
<td>MAINTENANCE AND OPERATION</td>
<td>$5,004.23</td>
</tr>
<tr>
<td>012</td>
<td>CLASSROOM SITE (PERFORMANCE PAY)</td>
<td>$377.56</td>
</tr>
</tbody>
</table>

$5,381.79
DYSART UNIFIED VOUCHER

Voucher No: 28       Voucher Date: 12/12/2012       Prepared By: [Signature]

DYSART UNIFIED is hereby authorized to draw warrants against DYSART UNIFIED funds for the sum of $7,534.48 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2012 to June 30, 2013 (period cannot overlap fiscal year end.)

I certify by my original signature below that this claim is just and correct, that teachers, substitute teachers and administrators whose salaries are claimed herein are legally certified during the fiscal year covering this pay period and that the services herein represented have been received and that the claim: ___ was approved at a public meeting of the governing board on _____________ (A.R.S. 15-304), or ___ will be ratified at the next regular or special meeting of the governing board on _____________ in accordance with the procedures of A.R.S. 15-321 All items are properly coded and not in excess of the budget. Itemized invoices accompany these vouchers. All employees and officials have on file an oath in compliance with ARS 38-231.

TRACI SAWYER-SINKBEIL       PRESIDENT

JERRY EYNON       CLERK

CHRISTINE PRITCHARD       MEMBER

BONNIE SCHROADER       MEMBER

JENNIFER TANNER       MEMBER

DYSART UNIFIED

<table>
<thead>
<tr>
<th>Fund</th>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>001</td>
<td>MAINTENANCE AND OPERATION</td>
<td>$6,783.91</td>
</tr>
<tr>
<td>012</td>
<td>CLASSROOM SITE (PERFORMANCE PAY)</td>
<td>$750.57</td>
</tr>
</tbody>
</table>

$7,534.48
DYSART UNIFIED VOUCHER

Voucher No: 7503  Voucher Date: 12/14/2012  Prepared By: 

DYSART UNIFIED is hereby authorized to draw warrants against DYSART UNIFIED funds for the sum of $4,778,804.74 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2012 to June 30, 2013 (period cannot overlap fiscal year end.)

I certify by my original signature below that this claim is just and correct, and the services and/or materials herein represented have been received and that the claim: ___ was approved at a public meeting of the governing board on __________ (A.R.S. 15-304), or ___ will be ratified at the next regular or special meeting of the governing board on __________ in accordance with the procedures of A.R.S. 15-321 All items are properly coded and not in excess of the budget. Itemized invoices accompany these vouchers. All employees and officials have on file an oath in compliance with ARS 38-231.

TRACI SAWYER-SINKBEIL  PRESIDENT

JERRY EYNON  CLERK

CHRISTINE PRITCHARD  MEMBER

BONNIE SCHROADER  MEMBER

JENNIFER TANNER  MEMBER

DYSART UNIFIED

<table>
<thead>
<tr>
<th>Fund</th>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>001</td>
<td>MAINTENANCE AND OPERATION</td>
<td>$4,236,421.87</td>
</tr>
<tr>
<td>011</td>
<td>CLASSROOM SITE (BASE SALARY)</td>
<td>$51,754.03</td>
</tr>
<tr>
<td>013</td>
<td>CLASSROOM SITE (OTHER)</td>
<td>$103,787.24</td>
</tr>
<tr>
<td>020</td>
<td>INSTRUCTIONAL IMPROVEMENT</td>
<td>$38,792.01</td>
</tr>
<tr>
<td>101</td>
<td>TITLE I (12/13)</td>
<td>$39,900.42</td>
</tr>
<tr>
<td>143</td>
<td>TITLE IIA - IMPROVE TEACHER QUALITY (12/13)</td>
<td>$4,423.04</td>
</tr>
<tr>
<td>163</td>
<td>SAFE AND SUPPORTIVE SCHOOLS (12/13)</td>
<td>$4,323.85</td>
</tr>
<tr>
<td>190</td>
<td>TITLE III LEP PROGRAM</td>
<td>$5,892.43</td>
</tr>
<tr>
<td>220</td>
<td>IDEA - BASIC ENTITLEMENT</td>
<td>$67,114.51</td>
</tr>
<tr>
<td>221</td>
<td>IDEA - PRESCHOOL ENTITLEMENT</td>
<td>$1,883.82</td>
</tr>
</tbody>
</table>

Created By: jmorin  Posted By: jmorin  Date: 12/14/2012 07:15:37  Page: 1
<table>
<thead>
<tr>
<th>Fund</th>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>290</td>
<td>MIPS-MEDICAID INCENTIVE PAYMENT SYSTEM</td>
<td>$24,716.43</td>
</tr>
<tr>
<td>353</td>
<td>21ST CENTURY COMM LEARNING CTR-RVS</td>
<td>$4,405.80</td>
</tr>
<tr>
<td>354</td>
<td>21ST CENTURY COMM LEARNING (5Schools)</td>
<td>$26,066.61</td>
</tr>
<tr>
<td>356</td>
<td>JROTC</td>
<td>$2,460.08</td>
</tr>
<tr>
<td>377</td>
<td>SAFE SCHOOLS/HEALTHY STUDENTS (08/13)</td>
<td>$33,667.06</td>
</tr>
<tr>
<td>483</td>
<td>STATE TUTORING - FALL (12/13)</td>
<td>$668.33</td>
</tr>
<tr>
<td>493</td>
<td>AZ K-12 CENTER MASTER TEACHER(EdServ)</td>
<td>$2,706.90</td>
</tr>
<tr>
<td>510</td>
<td>FOOD SERVICE</td>
<td>$21,863.81</td>
</tr>
<tr>
<td>515</td>
<td>CIVIC CENTER</td>
<td>$9,868.06</td>
</tr>
<tr>
<td>520</td>
<td>COMMUNITY SCHOOL</td>
<td>$58,107.02</td>
</tr>
<tr>
<td>525</td>
<td>AUXILIARY OPERATIONS</td>
<td>$10,567.48</td>
</tr>
<tr>
<td>526</td>
<td>EXTRACURRICULAR ACTIV. TAX CREDIT</td>
<td>$6,564.09</td>
</tr>
<tr>
<td>530</td>
<td>GIFTS AND DONATIONS</td>
<td>$486.47</td>
</tr>
<tr>
<td>570</td>
<td>INDIRECT COSTS</td>
<td>$7,097.46</td>
</tr>
<tr>
<td>596</td>
<td>WEST MEC</td>
<td>$14,677.95</td>
</tr>
<tr>
<td>850</td>
<td>STUDENT ACTIVITIES</td>
<td>$587.96</td>
</tr>
</tbody>
</table>

$4,778,804.74
DYSART UNIFIED VOUCHER

Voucher No: 29  
Voucher Date: 12/20/2012  
Prepared By:  

DYSART UNIFIED is hereby authorized to draw warrants against DYSART UNIFIED funds for the sum of $174,530.35 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2012 to June 30, 2013 (period cannot overlap fiscal year end.)

I certify by my original signature below that this claim is just and correct, that teachers, substitute teachers and administrators whose salaries are claimed herein are legally certified during the fiscal year covering this pay period and that the services herein represented have been received and that the claim: ___________ was approved at a public meeting of the governing board on ___________ (A.R.S. 15-304), or ___________ will be ratified at the next regular or special meeting of the governing board on ___________ in accordance with the procedures of A.R.S. 15-321 All items are properly coded and not in excess of the budget. Itemized invoices accompany these vouchers. All employees and officials have on file an oath in compliance with A.R.S. 38-231.

TRACI SAWYER-SINKBEIL  PRESIDENT

JERRY EYNON  CLERK

CHRISTINE Pritchard  MEMBER

BONNIE SCHROADER  MEMBER

JENNIFER TANNER  MEMBER

DYSART UNIFIED

<table>
<thead>
<tr>
<th>Fund</th>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>001</td>
<td>MAINTENANCE AND OPERATION</td>
<td>$155,810.81</td>
</tr>
<tr>
<td>011</td>
<td>CLASSROOM SITE (BASE SALARY)</td>
<td>$1,286.72</td>
</tr>
<tr>
<td>013</td>
<td>CLASSROOM SITE (OTHER)</td>
<td>$2,573.88</td>
</tr>
<tr>
<td>020</td>
<td>INSTRUCTIONAL IMPROVEMENT</td>
<td>$0.00</td>
</tr>
<tr>
<td>101</td>
<td>TITLE I (12/13)</td>
<td>$0.00</td>
</tr>
<tr>
<td>143</td>
<td>TITLE IIA - IMPROVE TEACHER QUALITY (12/13)</td>
<td>$381.80</td>
</tr>
<tr>
<td>163</td>
<td>SAFE AND SUPPORTIVE SCHOOLS (12/13)</td>
<td>$429.99</td>
</tr>
<tr>
<td>190</td>
<td>TITLE III LEP PROGRAM</td>
<td>$0.00</td>
</tr>
<tr>
<td>220</td>
<td>IDEA - BASIC ENTITLEMENT</td>
<td>$563.12</td>
</tr>
<tr>
<td>Fund</td>
<td>Description</td>
<td>Amount</td>
</tr>
<tr>
<td>------</td>
<td>-------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>221</td>
<td>IDEA - PRESCHOOL ENTITLEMENT</td>
<td>$0.00</td>
</tr>
<tr>
<td>290</td>
<td>MIPS-MEDICAID INCENTIVE PAYMENT SYSTEM</td>
<td>$0.00</td>
</tr>
<tr>
<td>353</td>
<td>21ST CENTURY COMM LEARNING CTR-RVS</td>
<td>$0.00</td>
</tr>
<tr>
<td>354</td>
<td>21ST CENTURY COMM LEARNING (5Schools)</td>
<td>$297.28</td>
</tr>
<tr>
<td>356</td>
<td>JROTC</td>
<td>$0.00</td>
</tr>
<tr>
<td>377</td>
<td>SAFE SCHOOLS/HEALTHY STUDENTS (08/13)</td>
<td>$1,289.98</td>
</tr>
<tr>
<td>483</td>
<td>STATE TUTORING - FALL (12/13)</td>
<td>$0.00</td>
</tr>
<tr>
<td>493</td>
<td>AZ K-12 CENTER MASTER TEACHER(EdServ)</td>
<td>$0.00</td>
</tr>
<tr>
<td>510</td>
<td>FOOD SERVICE</td>
<td>$3,190.09</td>
</tr>
<tr>
<td>515</td>
<td>CIVIC CENTER</td>
<td>$511.44</td>
</tr>
<tr>
<td>520</td>
<td>COMMUNITY SCHOOL</td>
<td>$6,238.91</td>
</tr>
<tr>
<td>525</td>
<td>AUXILIARY OPERATIONS</td>
<td>$659.74</td>
</tr>
<tr>
<td>526</td>
<td>EXTRACURRICULAR ACTIV. TAX CREDIT</td>
<td>$136.82</td>
</tr>
<tr>
<td>530</td>
<td>GIFTS AND DONATIONS</td>
<td>$0.00</td>
</tr>
<tr>
<td>570</td>
<td>INDIRECT COSTS</td>
<td>$0.00</td>
</tr>
<tr>
<td>596</td>
<td>WEST MEC</td>
<td>$994.21</td>
</tr>
<tr>
<td>850</td>
<td>STUDENT ACTIVITIES</td>
<td>$165.56</td>
</tr>
</tbody>
</table>

$174,530.35
"Exceeding standards, future ready"

GOVERNING BOARD ITEM

AGENDA ITEM: Information Regarding District Plans and Protocols in Place Which Address School and Student Safety (Strategic Plan Goal F, Objectives 23, 24 and 25)

Action/Consent ___  Action/Discussion ___  Information X  Supporting Data X

Cost: N/A  Funding Source: N/A

EXECUTIVE SUMMARY:

Administration will provide information on Strategic Plan Goal G, Objectives 23, 24 and 25 regarding District plans and protocols in place addressing school and student safety.

BOARD ACTION REQUESTED:

It is recommended the Governing Board accept the information presented.

SUBMITTED BY: [Signature]  SUPERINTENDENT: [Signature]

ACTION BY BOARD: Motion:  Second:  Vote:  AGENDA ITEM: 11
AGENDA ITEM: Information Regarding Progress Toward Accomplishment of 2012-2013 Goals and Objectives

Action/Consent ___ Action/Discussion ___ Information X Supporting Data X

Cost: N/A Funding Source: N/A

EXECUTIVE SUMMARY:

At this time, the Superintendent will provide information regarding progress toward accomplishment of the 2012-2013 Goals and Objectives established as a collaborative effort with the Governing Board.

BOARD ACTION REQUESTED:

It is recommended the Governing Board accept the information presented.

SUBMITTED BY: [Signature] SUPERINTENDENT: [Signature]

ACTION BY BOARD: Motion: _____ Second: _____ Vote: _____ AGENDA ITEM: 12
### 2012-13 SUPERINTENDENT GOALS AND OBJECTIVES

**GOAL A:** All Dysart students will graduate ready for college, career, and life in a globally competitive economy by mastering New Century Learner Skills.

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>INDICATORS</th>
<th>MEASURES OF SUCCESS</th>
<th>TIMELINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Implement plans resulting in increasing numbers of students meeting or exceeding on measurements of state standards.</td>
<td>Increases in the number of students who meet or exceed state standards as measured by state assessments at mandated grade levels (see input in objectives below)</td>
<td>AIMS reports show annual increases in grade 3 and 8 in areas of reading to align with state goals as follows: 94% meeting state standards in grade 3 by 2020. Dysart addition 1.87% of students meeting in grade 3 reading over next 8 years 85% meeting standards in grade 8 by 2020. Dysart addition annual 1.625% of students meeting standards in reading over the next 8 years At high school 93% graduation rate by 2020. Dysart annual increase .55% of students graduating</td>
<td>Release of AIMS Report to Board July/August 2013</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>INDICATORS</th>
<th>MEASURES OF SUCCESS</th>
<th>TIMELINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Implement New Century Learner Skills as part of the approved curriculum adopted as per the revision cycle for 2012-13.</td>
<td>The following curriculum areas identified for revision on the curriculum revision cycle will include the integration of new century learner skills: Chemistry Chemistry Honors Statistics PE Pre-Calculus Trigonometry Calculus AP Honors World History Cambridge IGCSE • US History • Chemistry 1-2 • English Literature 3-4 • Mathematics II 3-4 CTE: • Culinary Arts • Allied Heath • Multimedia Technologies (documents developed)</td>
<td>Indicated curriculum documents revised to include embedded new century learner skills</td>
<td>End of the 2012-13 school year Report to Board November 2012 &amp; June/July 2013</td>
</tr>
</tbody>
</table>
3. **Design and implement assessments that measure student mastery of core standards and New Century Learner Skills.**

   The following curriculum areas identified for revision on the curriculum revision cycle will include the assessment measures:

   - Chemistry
   - Chemistry Honors
   - Statistics
   - PE
   - Pre-Calculus Trigonometry
   - Calculus AP
   - Honors World History
   - Cambridge IGCSE
     - US History
     - Chemistry 1-2
     - English Literature 3-4
     - Mathematics II 3-4
   - CTE:
     - Culinary Arts
     - Allied Heath
     - Multimedia Technologies
     
     (documents developed)

   Indicated curriculum documents revised with assessments reflecting measures of core standards and new century skills

   **End of the 2012-13 school year**

   **Report to Board:**
   - November 2012 & June/July 2013

4. **Implement plans resulting in increasing numbers of students who succeed in exam systems that qualify them for full-time career and technical programs, jobs, military and/or college or university entrance.**

   **Plan implemented for the 2012-13 school year to increase in the number of students meeting or exceeding entrance requirements for post-secondary pathways including:**
   - SAT or ACT, PSAT or Explore
   - International Baccalaureate
   - Career and Technical Education (CTE) competencies
   - AZ Tech Prep
   - Cambridge AP
   - AZVAB (military)
   - (use of results; monitoring student plans; monitoring student data pre, mid, post; PLC; monitoring for rigor with multiple measures)

   **Plan strategies implemented during 2012-13 with comparison data reported when available at the end of the 2012-13 school year**

   **Plan implementation 2012-13 with results released when available at the end of the current school year**

   **Report to Board:**
   - May/June 2013
**2012-13 SUPERINTENDENT GOALS AND OBJECTIVES**

**GOAL A:** All Dysart students will graduate ready for college, career, and life in a globally competitive economy by mastering New Century Learner Skills.

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>INDICATORS</th>
<th>MEASURES OF SUCCESS</th>
<th>TIMELINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Implement plans resulting in all schools achieving a state accountability label within the top two categories of a new state system.</td>
<td>CIP reports will establish data and plan to increases labels to A and B level by 2013</td>
<td>90-100% of schools will have Accountability labels of A or B at the end of the 2011-12 school year.</td>
<td>Reported when current year label information available for public release</td>
</tr>
</tbody>
</table>

| | | | |
| 6. Design and implement a college and career planning process that enables students to develop needed skills to transition to postsecondary pathways. | A college and career plan is developed focused on strategies to increase student awareness of and support for postsecondary pathways option implemented Data: National Clearinghouse data; graduation rates; ECAP; Regional Counseling Model (w/myFuture & Virtual Career) | Measures show ever increasing graduation rates and acceptance into postsecondary programs/employment | Data reported end of 2012-13 school year | Report to Board-October 2012 & June/July 2013 |
### GOAL B: Optimize and allocate resources that are proven to result in increased student achievement.

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>INDICATORS</th>
<th>MEASURES OF SUCCESS</th>
<th>TIMELINE</th>
<th>COMPLETED</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Implement the district developed system that provides relevant data to drive critical educational decisions to improve student achievement.</td>
<td>Systems (i.e., iPAL) revamped to support data needs to drive student achievement as measured by state tests and accountability measures (PLC; data days; Principal provided training; progress monitoring; review of multiple data sources)</td>
<td>AIMS reports show annual increases in grade 3 and 8 in areas of reading to align with state goals as follows: 94% meeting state standards in grade 3 by 2020. Dysart addition 1.87% of students meeting in grade 3 reading over next 8 years 85% meeting standards in grade 8 by 2020. Dysart addition annual 1.625% of students meeting standards in reading over the next 8 years At high school 93% graduation rate by 2020. Dysart annual increase .56% of students graduating</td>
<td>End of 2012-13 school year</td>
<td>Report to Board-June 2013</td>
</tr>
<tr>
<td>8. Design and implement a plan that provides intervention, extension and enrichment so that each student makes at least one year’s growth (OYG).</td>
<td>Effective intervention strategies identified in intervention plan implemented and assessed (progress monitoring by individual students-intervention &amp; enrichment plans; monitoring multiple measures; PLC; use of Hess rubric)</td>
<td>Annual increases in student achievement reported as measured by state and district assessments. Increase of 3% in the number of students in the district who meets or exceeds in AIMS</td>
<td>End of school year for district assessment report and upon release of state mandated test results</td>
<td>Report to Board-June 2013</td>
</tr>
<tr>
<td>9. Evaluate and revise the professional development plan to provide curricular, instructional, and assessment support to increase student achievement, measured by one year’s growth.</td>
<td>Conduct program evaluation.</td>
<td>Program evaluation data indicates positive correlation between professional development and teacher effectiveness measures</td>
<td>Summer 2013</td>
<td>Report to Board-June 2013</td>
</tr>
</tbody>
</table>
### Goal D: Implement the Carver Policy Governance model to enhance effective governing processes that drive student achievement.

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>INDICATORS</th>
<th>MEASURES OF SUCCESS</th>
<th>TIMELINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. (18). Implement training to support adopted policy governance</td>
<td>Training materials developed for all sites and departments and interested community members</td>
<td>Materials developed and data indicates utilized by staff and community members</td>
<td>Implemented during 2012-13 school year with data reported summer 2013</td>
</tr>
</tbody>
</table>

### Goal G: Educate public and key stakeholders on need for adequate resources to ensure students are meeting standards and are future ready.

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>INDICATORS</th>
<th>MEASURES OF SUCCESS</th>
<th>TIMELINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. (26) Design ways to effectively educate the public on school financing and budgets.</td>
<td>Informational materials prepared and communicated via multiple communication avenues including web page, staff and community meetings, etc. (materials and meetings, resource plan, monitoring of resource plan and evaluation)</td>
<td>Materials prepared as indicated by a resource list and communicated as indicated by communication list</td>
<td>Start the end of 2012 school year and continue through 2012-13 school year</td>
</tr>
</tbody>
</table>
### 2012-13 SUPERINTENDENT GOALS AND OBJECTIVES

**Goal H:** Allocate available district level resources to support the strategic plan goals where they will have the greatest impact on student academic achievement and instruction.

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>INDICATORS</th>
<th>MEASURES OF SUCCESS</th>
<th>TIMELINE</th>
<th>COMPLETED</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. (29) Design and implement a comprehensive long term capital resource plan including facilities and technology.</td>
<td>Plan developed and reported with tentative timelines indicated (actual plan with timeline)</td>
<td>Completed plan and implementation of recommendations as resources become available.</td>
<td>Plan report presented fall 2012</td>
<td>Report to Board: November 2012</td>
</tr>
</tbody>
</table>

**Goal I:** Assess funding priorities by aligning school expenditures with Strategic Plan.

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>INDICATORS</th>
<th>MEASURES OF SUCCESS</th>
<th>TIMELINE</th>
<th>COMPLETED</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. (30) Design and implement guidelines to monitor expenditures of school site budgets for alignment with the Strategic Plan.</td>
<td>Guidelines developed and communicated to administrators Monitoring report indicates guidelines fully utilized at all school sites. (materials and meetings, resource plan, monitoring of resource plan and evaluation)</td>
<td>Resource budget form utilized by all schools and part of the monitoring process utilized for the CIP process</td>
<td>Plan developed, communicated and implemented for the start of the 2012-13 school year with monitoring ongoing throughout the year and reflected in the evaluation process</td>
<td>Report to Board: November 2012</td>
</tr>
</tbody>
</table>
Background

- Goals were established based on the revised 2010-2013 Dysart Strategic Plan goals.
- Goals were established through a collaborative process with the Superintendent and Governing Board in September 2012.
- Reports are provided to the Board as per the established timeline for each objective within the goal areas.
Strategic Plan and Superintendent Goals based on process to drive continuous improvement

- **Critical Elements**
  - Follows a process and a plan – aligned & focused
  - Strategic – not reactive
  - Goal oriented – based on needs of the district and student centered
  - Data driven - not opinion or snapshot based
  - Builds on each step for continuous improvement - aligned
  - Involves all the “owners/stakeholders” - not based on personal interests/opinions/agendas
  - Provides ongoing information and data via Board reports & updates - ongoing accountability built into the system

---

**GOAL A: All Dysart students will graduate ready for college, career, and life in a globally competitive economy by mastering New Century Learner skills**

**Objective - A.1**

- Implement plans resulting in increasing numbers of students meeting or exceeding on measurements of state standards

**Indicators**

- Increases in the number of students who meet or exceed state standards as measured by state assessments at mandated grade levels
Measures of Success

AIMS Data not yet available
- Mid-year indicators being monitored include: benchmark data, DIBELS, report grades, intervention and extension data, etc.
- AIMS reports show annual increases in grade 3 and 8 in areas of reading to align with state goals as follows:
  - 94% meeting state standards in grade 3 by 2020
  - Dysart annual increase 1.87% of students meeting in grade 3 reading over next 8 years
  - 85% meeting standards in grade 8 by 2020 - Dysart annual increase 1.625% of students meeting standards in reading over the next 8 years
  - At high school 93% graduation rate by 2020 - Dysart annual increase .56% of students graduating

So what are the data points we are using as indicators?
- Data for Benchmark #1 in Reading and Math are available. Benchmark #2 was administered in December 2012. Comparatives are not yet available. Passing rates on BM#1 Reading averaged 80% district-wide, ranging 67% to 91% between schools. Math passing rates averaged 69% district-wide, ranging 51% to 85% between schools.
- A-F Accountability Model designations for bottom 25% students have been constructed and posted to iASSESS for use by school PLC teams for targeted interventions
Examples of initiatives focused on addressing areas of concern?

- Monthly progress meetings held with C schools and watch schools to collect evidence of student growth and evidence of sound instructional leadership
- Research and Evaluation staff meet with all schools to review data and provide training
- Collaboration training for school teams
- Collaborative goal writing training
- SPED teachers training and data access
- Intervention materials
- Revisions to the teacher and principal evaluation process to insure retention of the most qualified

GOAL A: All Dysart students will graduate ready for college, career, and life in a globally competitive economy by mastering New Century Learner skills.

Objective - A.2
- Implement New Century Learner skills as part of the approved curriculum adopted as per the revision cycle for 2011-12

Indicators
- The following curriculum areas identified for revision on the curriculum revision cycle will include the integration of new century learner skills:
  - Chemistry, Chemistry Honors, Statistics, PE, Pre-Calculus, Trigonometry, AP Calculus, Honors World History, Cambridge IGCSE, US History, Chemistry 1-2, English Literature 3-4, & Mathematics II 3-4
  - CTE: Culinary Arts, Allied Heath, Multimedia Technologies
Measures of Success

Governing Board Agenda
July 11 - Item 28

Curriculum revised or being revised to reflect the common core with embedded NCL skills

- Curriculum completion with New Century Learner Skills:

- Scheduled for summer work:
  English 1-2 Honors, English 3-4 Honors, Chemistry, Chemistry Honors, PE, Pre-Calculus, Trigonometry, Calculus AP, and Honors World History are scheduled for summer work, & CTE courses

GOAL A: All Dysart students will graduate ready for college, career, and life in a globally competitive economy by mastering New Century Learner skills.

Objective - A.3
- Design and implement assessments that measure student mastery of core standards and New Century Learner skills.

Indicators
- Indicated curriculum documents revised with assessments reflecting measures of core standards and new century skills
**Measures of Success**

Governing Board Agenda
July 11 - Item 28

Assessments and resources will be created for use:
- Statistics and AP Statistics assessments are in progress.
- Honors criteria will be completed by 3rd quarter and assessments for each identified area completed by end of June.
- CTE assessment work will be done summer 2013.
- Mastery based grading guidelines have been implemented in grades 7-12 intended to ensure students master course standards, resulting in readiness for college and career.

---

**GOAL A: All Dysart students will graduate ready for college, career, and life in a globally competitive economy by mastering New Century Learner skills.**

**Objective - A.4**
- Implement plans resulting in increasing numbers of students who succeed in exam systems that qualify them for full-time career and technical programs, jobs, military and/or college and university entrance.

**Indicators**
- Increase in the number of students meeting or exceeding entrance requirements for post-secondary pathways including:
  - SAT or ACT, PSAT or Explore
  - International Baccalaureate
  - Career and Technical Education (CTE) competencies
  - AZ Tech Prep
  - Cambridge
  - AP
  - AZVAB (military)
Measures of Success

Plan implementation 2012-13 with results released when available at the end of the current school year

- Increased opportunities with Move On When Ready, K-8 Academies; online options; dual enrollment, signature programs and academies, etc.
- Students prepare for and participate in exit exam systems in increasing numbers as indicated by data

Examples of initiatives focused on addressing this objective?

- A district-wide committee identified areas for common practice to promote participation in and success in exam systems. Research and accountability worked with each group to write a plan designed to increase student success. Specific components included are:
  - Identified research-based intervention to achieve program goals
  - Established a framework to monitor the fidelity of each intervention
  - Established program consistency for each intervention
- Baseline data sets for each exam system area are currently being assembled. Plans will be implemented during the 2nd semester incorporating additional progress measures and evidences. Evaluation protocols have been developed and field tested.
- Based on ADE monitoring results, all high school IEP's are 100% compliant on indicator related to transition
- All CTE Programs completed CTE Practice State Assessments in November. Results are pending and, when received, item analyses will be conducted and results used to inform instructional decisions as needed.
- New Honors Physics course to bridge to AP Physics
- Research and Evaluation Department will be tracking college and career entrance exam
GOAL A: All Dysart students will graduate ready for college, career, and life in a globally competitive economy by mastering New Century Learner skills.

Objective - A.5

- Implement plans resulting in all schools achieving a state accountability label of excelling or within the top two categories of a new state system.

Indicators

- CIP reports will establish data and plan to increase labels to A and B level by 2013

Measures of Success

Data not yet available

- 90-100% of schools will have Accountability labels of A or B at the end of the 2012-13 school year.
So what are the data points we are using as indicators?

- Benchmark #1 in Reading and Math and when results are available.
- Benchmark #2. Progress measures based on these assessments will be reviewed in January 2013.
- Initial Predictive analysis based on BM#1 suggest some schools/grades/subjects are making substantive changes to historical outcomes, while others are maintaining predicted levels of performance. All schools have received this analysis and are incorporating the predictive perspectives into their PLC data discussions.
- Monthly progress meetings held with C schools and watch schools to collect evidence of student growth and evidence of sound instructional leadership.
- Research and Evaluation staff meet with all schools to review data and provide training.
- Recruiting plans to insure the most highly qualified teachers are hired as evidenced by the ability to fill open positions at an increased fill rate.
- Revisions to the teacher and principal evaluation process to insure retention of the most qualified.

GOAL A: All Dysart students will graduate ready for college, career, and life in a globally competitive economy by mastering New Century Learner skills.

Objective - A.6

- Design and implement a college and career planning process that enables students to develop needed skills to transition to postsecondary pathways.

Indicators

- A college and career plan is developed focused on strategies to increase student awareness of and support for postsecondary pathways option implemented.
- Data collected and analyzed to include: National Clearinghouse data; graduation rates; ECAP; Regional Counseling Model and Virtual Career Center.
Measures of Success

Governing Board Updates
Regional Counseling Model

- Measures show ever increasing graduation rates and acceptance into postsecondary programs/employment

Examples of initiatives focused on addressing this objective?

- Implementation of CCR (College and Career Curriculum) across all 20 K-8 schools with a defined curriculum of expectations for the content teachers and counselors at the 5-8 level including prepared lessons and options to select from.
- Teacher leadership cadre will evaluate goals and evidence of implementation.
- AZCIS expectations for ECAPS reviewed with all middle schools.
- EXPLORE exam given to all 8th grade students.
- Training on EXPLORE results for HS Counselor, Administration, and IGTS.
- High school Counselors will meet with CTE students to develop and/or revise individual ECAPS which focus on developing Career Pathways.
- Career Fair December 1
- National Clearing House data will be utilized to track progress
- June, 2012 to present 25,000 hits to the MyFuture website (district virtual career center)
GOAL B: Optimize and allocate resources that are proven to result in increased student achievement.

Objective - B.7

- Implement the district developed system that provides relevant data to drive critical educational decisions to improve student achievement.

Indicators

- Systems (i.e., iPAL) revamped to support data needs to drive student achievement as measured by state tests and accountability measures
- Data analyzed includes: CIP; PLC data; training; progress monitoring data; iAssess data

Measures of Success

Data not yet available

- AIMS reports show annual increases in grade 3 and 8 in areas of reading to align with state goals as follows:
- 94% meeting state standards in grade 3 by 2020
- Dysart annual increase 1.87% of students meeting in grade 3 reading over next 8 years
- 85% meeting standards in grade 8 by 2020.
- Dysart annual increase 1.625% of students meeting standards in reading over the next 8 years
- At high school 93% graduation rate by 2020.
- Dysart annual increase .56% of students graduating
Examples of initiatives focused on addressing this objective?

- iAssess 2.0 revisions with dynamic queries of student performance data
- New version of iPlan 2.0 including: click to all the curriculum resources for classroom including regular education curriculum, ELL, GIFTED, resources for math and reading, SPED resources, Cambridge and Arts academy; rewritten ELA curriculum to Core with alignment to resources; high school curriculum align resources with RTI within subjects; and link between subject areas to reflect core integration
- iLearn revised to include: catalog of courses coded for evaluation and research linked to i Learn to i Plan for access to resources in curriculum.
- Data from CTE State Assessments analyzed to better inform instruction
- Research and Evaluation conducts data collections, analytics, reporting and publishing of data, and professional development on the interpretation and use of data.
- Program evaluation (i.e., gifted program)
- HR Dept. continues to use of technology and systems to provide maximum efficiency including: EPAR procedure; Payroll/HR electronic data roll system, teacher evaluation and recruiting systems

GOAL B: Optimize and allocate resources that are proven to result in increased student achievement.

Objective - B.8

- Design and implement a plan that provides intervention, extension, and enrichment so that each student makes at least 1 year’s growth.

Indicators

- Effective intervention strategies identified in intervention plans implemented and assessed
- Data sources include: CIPs, progress monitoring data for individual students - intervention & enrichment plans; monitoring multiple measures; PLC; use of Hess rubric
Measures of Success

Governing Board Agenda
August 15 - Item 18
And CIP reports at each Board Meeting

- Annual increases in student achievement reported as measured by state and district assessments.
- Increase of 3% in the number of students in the district who meets or exceeds in AIMS

Examples of initiatives focused on addressing this objective

- CIP planning to address this goal
- Interventions, extensions & enrichment as reported in August to the Board including:
  - Tutoring; academic enrichment periods; interventionists; regrouping strategies; iSchool; honors, AP, IB, and dual enrollment; academies, and signature programs
  - Review the bottom 25% data student by student to measure student growth. Report on specific interventions by school site for the bottom 25%
GOAL B: Optimize and allocate resources that are proven to result in increased student achievement.

Objective - B.9

- Evaluate the professional development plan to provide curricular, instructional, and assessment support to increase student achievement

Indicators

- Design and conduct program evaluation

Measures of Success

Program evaluation designed

- Program evaluation data indicates positive correlation between professional development and teacher effectiveness measures
Examples of initiatives focused on addressing this objective

- Research design & implementation steps:
  - identified relevant data sets regarding teacher professional development activities academic progress (value-added) models of teacher effectiveness have been estimated for all ES teachers
  - effectiveness models for HS teachers are in construction
  - program evaluation protocols have been developed and field tested
  - interview/observation and related participant data collections will begin in January 2013

GOAL D: The Dysart U.S.D. will implement the Carver Policy Governance model to enhance effective governing processes that drive student achievement.

Objective - D.10 (18)

- Implement training to support adopted policy governance

Indicators

- Training materials developed for all sites and departments and interested community members
Measures of Success

Governing Board Agenda
August 15 - Special Workshop

- Materials developed and data indicates utilized by staff and community members
  - In progress being developed in collaboration with Progress Education (content) and Dysart Education Media Coordinator (production)

GOAL G: The Dysart U.S.D. will educate the public and key stakeholders on the need for adequate resources to ensure students are meeting standards and are future ready

Objective - G.11
- Design ways to effectively educate the public on school financing and budgets.

Indicators
- Informational materials prepared and communicated via multiple communication avenues including web page, staff and community meetings, etc.
**Measures of Success**

Governing Board Agenda
Aug. 15\textsuperscript{th} - Item 17

- Materials prepared and a resource list established.
- Various avenues utilized to communicate information
- Video project to highlight the District’s budget information.

---

**Examples of initiatives focused on addressing this objective**

- Created “New Reality” information and materials (GB item 17 on 8/15):
  - Updated Budget Information website and community guide
  - Website to display district expenditures
- Information meetings with:
  - Held town hall meeting at Sun City Grand HOA on Oct 18\textsuperscript{th}, Discussion was recorded and played on Sun City public access channel 22
- Developed cost for PARCC as part of Capital Plan
**GOAL H: The Dysart U.S.D. will allocate available district level resources to support the strategic plan goals to insure they will have the greatest impact on student academic achievement and instruction.**

**Objective** - H.12

- Design and implement a comprehensive long term capital resource plan including facilities and technology.

**Indicators**

- Plan developed and reported with tentative timelines indicated

---

**Measures of Success**

Governing Board Agenda
November 7th - Item 22

- Completed plan and implementation of recommendations as resources become available
  - Plan includes: budget history, cost of capital needs and projected capital funding
  - Report and searchable plan posted to district website
**GOAL 1: The Dysart U.S.D. will assess funding priorities by aligning school expenditures with the Strategic Plan.**

**Objective - I.13**

- Design and implement guidelines to monitor expenditures of school site budgets for alignment with the Strategic Plan.

**Indicators**

- Guidelines developed and communicated to administrators
- Monitoring report indicates guidelines fully utilized at all school sites.

---

**Measures of Success**

Governance Board Agenda  
November 7th - Item 23

- Resource budget form utilized by all schools and part of the monitoring process utilized for the CIP process
  - School capital plans aligned to school CIP. Reviewed by finance department when purchases are made
  - CIP resource report page includes how human, financial, and time resources are allocated to achieve the school's continuous improvement goals.
  - Progress of plan expenditures reviewed at AD Council meeting.
  - Conducting quarterly meetings with Athletic Directors
Questions?
AGENDA ITEM: Recommendation for Conversion of Governing Board Policy Section A – Foundations and Basic Commitments and Revision of Section 11.1 – Parent Involvement in Education - First Reading

Action/Consent ______ Action/Discussion ______ Information X Supporting Data X

Cost: N/A Funding Source: N/A

EXECUTIVE SUMMARY:

At this time, the Governing Board will review and discuss conversion of Section A to the Policy Governance model as well as revision of Section 11.1 – Parent Involvement in Education.

BOARD ACTION REQUESTED:

It is recommended the Governing Board accept the information presented.

SUBMITTED BY: ______________________ SUPERINTENDENT: ______________________

ACTION BY BOARD: Motion: ______ Second: ______ Vote: ______ AGENDA ITEM: 13
AGENDA ITEM: 2012-2013 Report on the Continuous Improvement Plan (CIP) for Dysart Elementary and Marley Park Elementary

Action/Consent ____  Action/Discussion ____  Information X  Supporting Data X

Cost: N/A  Funding Source: N/A

EXECUTIVE SUMMARY:

Administration will provide information regarding the Continuous Improvement Plans for Dysart Elementary and Marley Park Elementary.

BOARD ACTION REQUESTED:

It is recommended the Governing Board accept the information presented.

SUBMITTED BY: [signature] SUPERINTENDENT: [signature]

ACTION BY BOARD: Motion: ____  Second: ____  Vote: ____  AGENDA ITEM: [number]
2012-2013
K-8
CONTINUOUS SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: Marley Park Elementary School

PRINCIPAL’S NAME: Dana Kaye

DATE: July 20, 2012, August 18, 2012
<table>
<thead>
<tr>
<th>STANDARD</th>
<th>FINDINGS</th>
<th>RECOMMENDATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>School and District Leadership</td>
<td>Leadership ensures that all certified staff has access to appropriate curriculum and instructional materials. All certified staff is provided with the training necessary to effectively use curricular and data resources relating to the Arizona State Academic and Common Core Standards (K-5). All teachers are certified and/or meet requirements to teach in their assigned areas and/or grade level. All teachers are highly qualified. Leadership ensures that time is protected and allocated to focus on curricular and instructional issues. Leadership requires that teachers are involved in committees to develop leadership among the staff and campus.</td>
<td>Teachers will approach administrators, peers, team leaders and IGT regularly to gain support and assistance. Data analysis training will be provided after each District Benchmark and DIBELS administration by IGT and administration. IGT will meet with new to Dysart teachers once per month to review curriculum and resources. Teaching for learning talks 2 times per month during prep. Block Schedule will be utilized to ensure the allocated time and Monday teacher preps are provide after student dismissal. Special Area teachers have created a schedule to provide K-6 students interventions/extensions. K-5 teachers will incorporate 30 minutes of Tier II reading time 4 days per week. A master calendar of committee dates and times was created and placed on P drive. These dates were placed on school-wide calendar. Reading Leadership and Math Leadership committees have been added. Building school-wide character, Fish philosophy, sense of school spirit Provide professional development on effective PLC. Communication will be provided to staff on information from District Board meetings and committees. Weekly-Updates, and committee summaries are posted on the P drive. All committee's will take agenda notes and notes will be emailed to all staff and placed on P drive. Administration is building trust by being visible, providing professional development, using the new evaluation tool, and providing constructive feedback Success Zone will represent data for all of our student programs (and Cambridge) Staff will receive information on all student populations from a variety of sources (DIBELS, Benchmarks, District) Professional development opportunities in small group instruction, menu options available for some PD, using core material for advanced students, lesson design, and</td>
</tr>
<tr>
<td>Curriculum, Instruction, and Professional Development</td>
<td>common core.</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Grade level data goals planned and implemented.</td>
<td>School wide staff development on using data to drive instruction in our PLCs. TLT meetings used for grade level planning and gathering of resources for interventions and enrichment based on student data.</td>
<td></td>
</tr>
<tr>
<td>Common planning in K-6 and content area classes.</td>
<td>PLC time will be provided for all grades and content areas with integration of Special Education and Special Area. Grades 6-8 will have content area PLCs twice a month.</td>
<td></td>
</tr>
<tr>
<td>District adopted materials will be used in the classroom for instructional purposes along with supplemental.</td>
<td>Follow the Common Core and State Standards and supplement with district adopted materials.</td>
<td></td>
</tr>
<tr>
<td>Several staff members on campus either have their masters or are currently enrolled in higher education programs.</td>
<td>Administration encourages life-long learners by providing professional readings and resources.</td>
<td></td>
</tr>
<tr>
<td>Professional learning communities (PLC) function for collaboration, planning and data analysis.</td>
<td>Leadership will present the staff with baseline data from last years AIMS, DIBELS and Benchmark tests.</td>
<td></td>
</tr>
<tr>
<td>Arizona State Standards and Common Core are used to drive instruction.</td>
<td>Data will be analyzed and used to drive instruction. IGT and Gifted Specialists and administration are used as a guide to help with the implementation of intervention and/or enrichment strategies to improve academic success.</td>
<td></td>
</tr>
<tr>
<td>Posted Objectives</td>
<td>Objective writing will be monitored to ensure that are written in student friendly language (content and verb) All teaching objectives will be stated and referred to during instruction in the classrooms.</td>
<td></td>
</tr>
<tr>
<td>Use of Formative and Summative Assessments for Instructional planning</td>
<td>Model research based best practices in professional development with commitment for implementation with teachers. Follow up with teacher reflections. Identify/Develop Common Assessments to drive the instructional planning in our PLCs. Articulate with other elementary schools.</td>
<td></td>
</tr>
<tr>
<td>Professional Development Instructional Rounds</td>
<td>Train Team Leaders on Instructional Rounds. IGT will lead rounds with lead teachers. All teachers will participate in Instructional Rounds in Spring 2013.</td>
<td></td>
</tr>
<tr>
<td>Classroom and School Assessments</td>
<td>School Culture, Climate, and Communication</td>
<td></td>
</tr>
<tr>
<td>---------------------------------</td>
<td>-------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Teachers are required to submit grades electronically on a weekly basis. Grade level and classroom data goals and assessments are used to identify gaps in curriculum or between groups of students for instructional implementations. DIBELS (K-6), AIMS (3-8), and District Benchmark (1-8) assessments are administered throughout the year. Information is used for planning and delivery of instruction. Using data to develop small and flexible instructional groups. The assessment of learning based on the Arizona Academic Standards is communicated to students, parents and other professionals.</td>
<td>Grade Level Teams collaborate to ensure consistency of the grading procedures. Grades K-8 will establish norms and expectations with categorizing and grading policies. Collaborative team planning and bi weekly Teaching for Learning Talks will be used to discuss data, effective instructional practices and assessments to ensure concepts are mastered. Teachers will communicate with all families regarding all assessments Teachers will collaborate as PLC’s to develop skill focused groups.</td>
<td></td>
</tr>
<tr>
<td>Teachers keep a parent communication log to ensure that all parents are receiving information on their child’s academic progress. Grade levels send out a monthly newsletter to communicate various items with parents (standards, objectives, achievements, etc). Discipline procedures are equitably and consistently enforced. Character Counts Committee has implemented a weekly Kid of Character. Character Counts Pillars are taught through a question of the week and lessons are incorporated into weekly plans. Character Counts materials are located on the Pdrive.</td>
<td>Teachers will use communication logs to document academic and behavioral progress. Teachers are sending weekly update blasts to parents through email or webpage and updating webpage at least once a month. Quarterly spreadsheets will be shared to determine needs. Tax credits will be used to support before and after school programs. Character Counts Committee/staff has implemented a monthly Kid of Character which is displayed on the Character Tree in the front office. Each grade level committed to the implementation of the school-wide step system. The S.T.A.R. program is implemented by the Special Area teachers. Character Counts Committee is establishing a “Bullying Prevention Team” including students. This team will develop learning skits and other innovative ideas to reinforce positive behavior. Discipline Handbook/Power Point was reviewed in August and September with all staff members.</td>
<td></td>
</tr>
<tr>
<td>Dysart Student &amp; Parent Handbook is utilized consistently.</td>
<td>CUTS Program will be implemented to reduce the number of absences and tardies.</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Attendance is regulated through the adoption of monitoring programs: CUTS Light and the CUTS Attendance Program</td>
<td>Response to Intervention (RTI) was created to replace SIT/SST committees to align the process to meet the needs of individual students in a general education setting.</td>
<td></td>
</tr>
</tbody>
</table>
**FOCUSED GOALS**

**GOAL 1 (Strategic Plan A.5):** The school will achieve a state accountability label within the top 2 categories under the new state accountability system based on the Spring 2013 AIMS results.

**GOAL 2 (Strategic Plan A.1):** Students will meet or exceed state standards as measured by state assessments at mandated grade levels.

**GOAL 3 (Strategic Plan B.8):** 90-100% of students will achieve one year's growth (OYG) in reading and mathematics. Students will demonstrate substantial growth on the AIMS Reading and Mathematics tests as measured from prior years' performance. The measure of One Year's Growth is based on AIMS FAME performance assignments. The following criteria are used to determine OYG eligibility: (1) a student may not be at the Falls Far Below Level on the most current AIMS test, (2) a student may not decline in his/her FAME performance level, and (3) a student may not remain at the Approaching FAME level for two consecutive years. All other FAME alignments qualify for OYG designation.
CONTINUOUS IMPROVEMENT PLAN

School Name: Marley Park Elementary

School Year: 2012-2013

District Goal #1: The school will achieve a state accountability label within the top 2 categories under the new state accountability system.

School Goal #1: Marley Park will receive a state accountability label of an A.

<table>
<thead>
<tr>
<th>Team SMART Goals</th>
<th>Specific Activities</th>
<th>Who is Responsible</th>
<th>Target Dates</th>
<th>Budget</th>
<th>Evidence of Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marley Park students will meet or exceed state standards as measured by the AIMS assessment in grades 3-8 by Spring 2013.</td>
<td>• Meet with PLCs every Monday and twice a month on Tuesday to identify what students need to know and be able to do, how we will know students have learned, interventions and extensions&lt;br&gt;• Content PLCs meeting a minimum of twice a month&lt;br&gt;• Unwrapping the Common Core Standards&lt;br&gt;• Reflection on teaching past students and immediately following formative assessments&lt;br&gt;• 2 math and 2 reading formative assessments a monthly PLC to make decisions about students progress&lt;br&gt;• Data analysis&lt;br&gt;• Bi-Weekly Teach for Learning Talks to analyze formative assessments and plan for intervention/extension&lt;br&gt;• Phonics screener on all students K-4 and on intensive and strategic students 5-6&lt;br&gt;• Training and implementation of Walk to Read Team Leader Progress&lt;br&gt;• Progress Monitoring DIBELS and</td>
<td>Administration&lt;br&gt;IGT&lt;br&gt;Gifted&lt;br&gt;Specialist&lt;br&gt;Grade Level&lt;br&gt;Teachers&lt;br&gt;Special Areas&lt;br&gt;Special Education&lt;br&gt;Reading Interventionist</td>
<td>Fall, Winter, Spring Benchmark</td>
<td></td>
<td>Passing rate on Fall, Winter, Spring benchmarks; Passing rate on formative assessments; Progress reports on READ 180 students; DIBELS Fall, Winter, Spring benchmarks; Agenda and Minutes from PLC meetings; AIMS Assessment 2013 Two reading and two math common assessments</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Monitor alignment of grades and formative assessment grades</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>-------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Data from common assessments analyzed by PLCs for student progress and plan for intervention/enrichment</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Using this to plan for intervention/extension
- Instructional Growth Teacher Interventions - Help plan unwrapping the common core
- Instructional Growth Teacher will lead Teach for Learning Talks that focus on data and supporting implementation of Walk to Read
- Use READ 180, Systems 44 and Co-Teaching with support of READ 180 consultant
- CCR for the middle school with an emphasis on goal setting for college or career and back tracking to goal setting for benchmarks to support future goals
- Interventions for the middle school in math and reading
- Use of the CEB system to provide specific feedback to teachers on instructional practices
- Allowing students to retake assessments after re-teaching on the objectives students did not show mastery on
<table>
<thead>
<tr>
<th>School Name:</th>
<th>Marley Park Elementary</th>
<th>School Year:</th>
<th>2012-2013</th>
</tr>
</thead>
</table>

**District Goal #2:** Students will meet or exceed state standards as measured by state assessments at mandated grade levels.

**School Goal #2:** Marley Park students will meet or exceed state standards as measured by the AIMS assessment in grades 3-8 by Spring 2013.
- **Math:** In 2011 87% of MP students met or exceeded on AIMS. In 2012 77% of MP students met or exceeded on AIMS. Marley Park's goal in 2013 will be that 90% of students will meet or exceed on AIMS.
- **Reading:** In 2011 94% of MP students met or exceeded on AIMS. In 2012 86% of MP students met or exceeded on AIMS. Marley Park's goal in 2013 will be that 95% of students will meet or exceed on AIMS.

**District Goal #2:** Students will meet or exceed state standards as measured by state assessments at mandated grade levels.

**School Goal #2:** Marley Park students will meet or exceed state standards as measured by the AIMS assessment in grades 3-8 by Spring 2013.
- **Math:** In 2011 87% of MP students met or exceeded on AIMS. In 2012 77% of MP students met or exceeded on AIMS. Marley Park's goal in 2013 will be that 90% of students will meet or exceed on AIMS.
<table>
<thead>
<tr>
<th>Team SMART Goal</th>
<th>Strategies and Action Steps</th>
<th>Who is Responsible</th>
<th>Target Date or Timeline</th>
<th>Evidence of Effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Grade Reading</td>
<td>• Progress monitoring benchmark students every month&lt;br&gt;• Progress monitoring intensive and strategic students every two weeks&lt;br&gt;• Implementing Tier 2 (Walk to Read) as an extra half hour of reading instruction Tuesday-Friday&lt;br&gt;• Utilizing our Specials teachers to help students and focus on missed PO’s and DIBELS intervention&lt;br&gt;• Small group instruction daily based on phonics screeners</td>
<td>Espinoza DeMartinis Frassetto Grout</td>
<td>Tier 2 will begin during the third week of school&lt;br&gt;Phonic screeners will be completed by Aug. 24 and be used all year (Specific Skills)&lt;br&gt;Intensive students will be progressed monitored every two weeks&lt;br&gt;Strategic students will be progressed monitored every two weeks&lt;br&gt;Students will work with special area teachers every Monday for 30 min.</td>
<td>Update phonics screeners&lt;br&gt;Monthly progress monitoring&lt;br&gt;Monday PLC planning with special area and Special Needs students.</td>
</tr>
<tr>
<td>Team SMART Goal</td>
<td>Strategies and Action Steps</td>
<td>Who is Responsible</td>
<td>Target Date or Timeline</td>
<td>Evidence of Effectiveness</td>
</tr>
<tr>
<td>-------------------------</td>
<td>---------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>2nd Grade Reading</strong></td>
<td>- Small group intervention (Tier 2)</td>
<td>- Each member of the team will instruct Intensive and Strategic Level students for an additional 30 minutes every day.</td>
<td>- Tier 2 will begin the first week of school and will continue daily throughout the school year.</td>
<td>- Second Grade will demonstrate effectiveness through weekly (Intensive) and bi-weekly (Strategic) progress monitoring demonstrating consistent and steady growth.</td>
</tr>
<tr>
<td></td>
<td>- Houghton Mifflin Phonics Screener and the Houghton Mifflin Spelling Screener</td>
<td>- Each member of the team will assess each student using the Phonics Screener. The results will guide small group instruction.</td>
<td></td>
<td>- Students will be monitored throughout the year to ensure that growth in each area is being made.</td>
</tr>
<tr>
<td></td>
<td>- Use of volunteers to read with struggling students</td>
<td>- Team members will coordinate with classroom volunteers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Homework for intervention students designed to Increase Fluency (book bags)</td>
<td>- Team members will collaborate to create book bags for students to use at home that are at their independent level.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>All special area teachers, Mrs. Anderson, Mrs. Smith, Mrs. Clute, Mrs. Kaye, Mrs. Tokhi and Mrs. Gregovich</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Team SMART Goal</td>
<td>Strategies and Action Steps</td>
<td>Who is Responsible</td>
<td>Target Date or Timeline</td>
<td>Evidence of Effectiveness</td>
</tr>
<tr>
<td>----------------</td>
<td>-----------------------------</td>
<td>-------------------</td>
<td>------------------------</td>
<td>--------------------------</td>
</tr>
</tbody>
</table>
| 3rd Grade Reading | - Use DIBELS data to make small groups  
- Use Phonics Screeners for all students  
- Use HM Spelling Screener for all students  
- Focus on standards and common core when planning instruction and small groups  
- Teach Tier 1, Tier 2, and Tier 3  
- Use Houghton Mifflin as our core reading program  
- Use higher-level thinking questions with all instruction  
- Informational text will be incorporated into all themes  
- Work closely with reading interventionist and special education teachers  
- Workshop jobs closely align to common core and standards | Holly Hanson, Tanya Singleton, Sandra Tarleton, Laura Smith, Kathleen Gregovich, Dana Kaye, Joey Tokhi, Danielle Clute, Special Area Teachers, Kathleen Anderson | *Formative assessments done each week throughout the year.  
*Summative assessments done every few units.  
*Benchmark Reading Tests - October 2012, December 2012, February 2013  
*AIMS Test - April 2013 | *All students passing the formative assessments with 80% or above.  
*All students passing the summative assessments with 80% or above.  
*All students achieving Meets or Exceeds on each Benchmark Test.  
*All students achieving Meets or Exceeds on AIMS. |
<table>
<thead>
<tr>
<th>Team SMART Goal</th>
<th>Strategies and Action Steps</th>
<th>Who is Responsible</th>
<th>Target Date or Timeline</th>
<th>Evidence of Effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd Grade Math</td>
<td>*Use Galileo data and SAT 10 results to make small groups. *Focus on standards and common core when planning instruction and small groups. *Use formative and summative assessments to drive instruction. *Use Houghton Mifflin as our core math program. *Use higher-level thinking questions with all instruction. *Work closely with special education teachers. *Centers closely align to common core and standards.</td>
<td>Holly Hanson, Tanya Singleton, Sandra Tarleton, Kathleen Anderson, Kathleen Gregovich, Dana Kaye, Danielle Clute, Joey Tokhi</td>
<td>*Formative assessments done each week throughout the year. *Summative assessments done every few units. *Benchmark Math Tests- October 2012, December 2012, February 2013 *AIMS Test – April 2013</td>
<td>*All students passing the formative assessments with 80% or above. *All students passing the summative assessments with 80% or above. *All students achieving Meets or Exceeds on each Benchmark Test. *All students achieving Meets or Exceeds on AIMS.</td>
</tr>
<tr>
<td>Team SMART Goal</td>
<td>Strategies and Action Steps</td>
<td>Who is Responsible</td>
<td>Target Date or Timeline</td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
<td>----------------------------</td>
<td>--------------------</td>
<td>-------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>4th Grade Reading:</strong> In the 2011-2012 school year, 2 students had an AIMS score of Falls Far Below, 15 students Approached, 56 students Met, and 9 students Exceeded. In order to reach the goal of at least 95% of these students meeting and exceeding on the 2012-2013 AIMS test, we will need to move 13 students that scored in the lower two categories up to Meets or Exceeds.</td>
<td><em>Tutoring sessions will be held before and after school on several occasions. The goal of these sessions is to help those who are struggling with current topics.</em>&lt;br&gt;<strong>Walk to read</strong> will provide additional support to differentiate during Tier 2.&lt;br&gt;*Small group instruction will be focused and data driven with current formal and informal assessments, including data from our phonics and spelling screen and DIBELS.</td>
<td>All 4th Grade Teachers will hold tutoring sessions</td>
<td>Gladden plans to begin tutoring 2nd quarter on Thursdays before school&lt;br&gt;Wilkens plans to begin tutoring 2nd quarter on Thursdays after school.</td>
<td></td>
</tr>
</tbody>
</table>

<p>| <strong>4th Grade Math:</strong> In the 2011-2012 school year, 4 students had an AIMS score of Falls Far Below, 20 students Approached, 38 students Met, and 20 Exceeded. In order to reach the goal of at least 90% of these students meeting and exceeding on the 2012-2013 AIMS test, we will need to move 17 students that scored in the lower two categories up to Meets or Exceeds. | <em>Tutoring sessions will be held before and after school on several occasions. The goal of these sessions is to help those who are struggling with current topics.</em>&lt;br&gt;*Small group instruction will be focused and data driven with current | All 4th Grade Teachers will hold tutoring sessions. | Gladden plans to begin tutoring 2nd quarter on Thursdays before school.&lt;br&gt;Wilkens plans to begin tutoring 2nd quarter on Thursdays before school. |</p>
<table>
<thead>
<tr>
<th>Formal and informal assessments.</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Manipulatives will be used as an additional way to present the material.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Thursdays after school.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wright plans to begin tutoring 2nd quarter on Thursdays before school</td>
</tr>
</tbody>
</table>

15
<table>
<thead>
<tr>
<th>Team SMART Goals</th>
<th>Specific Activities</th>
<th>Who is Responsible</th>
<th>Target Dates</th>
<th>Evidence of Success</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5th Grade Math</strong>&lt;br&gt;In the 2011-2012 school year, 4 student had an AIMS score of falls far below, 8 students approached, 24 students met, and 24 students exceeded. In order to reach the goal of at least 90% of these students meeting and exceeding on the 2012-2013 AIMS test, we will need to move 6 students that scored in the lower two categories up to either meets or exceeds.</td>
<td>In order to ensure that this goal is met, the following action plan will be set:&lt;br&gt;- Students will be able to seek additional help during lunch if needed&lt;br&gt;- Extension and remediation activities based on current student data&lt;br&gt;- We will teach by modeling how to complete problems related to the Arizona State and Common Core standards.&lt;br&gt;- Small group instruction will be used to those who need it based on data showing their struggles as well as those that are not grasping concepts during “we do” instruction.&lt;br&gt;- Manipulatives will be used as an additional way to present material.&lt;br&gt;- I will utilize background information to new concepts being learned&lt;br&gt;- “Higher level” thinking will be used on a daily basis and through quarterly projects&lt;br&gt;- We will never assume or give up on any students no matter what the situation may be.</td>
<td>5th Grade teachers, special area teachers, Instructional Growth teacher, Administration, special education department&lt;br&gt;Fall Benchmark, Winter Benchmark, Spring Benchmark</td>
<td>Weekly Assignments, Unit Assessments, Quarterly Assessments, District Benchmark, AIMS</td>
<td></td>
</tr>
</tbody>
</table>

| **5th Grade Reading**<br>In the 2011-2012 school year, 0 student had an AIMS score of falls far below, 3 students approached, 50 students met, and 16 students exceeded. In order to reach the goal of at least 95% of these students meeting and exceeding on the 2012-2013 AIMS test, we will need to move 7 students that scored in the lower two categories up to either meets or exceeds.| In order to ensure that this goal is met, the following action plan will be set:| 5th Grade teachers, special area teachers, Instructional Growth teacher, Administration, special education department<br>Fall Benchmark, Winter Benchmark, Spring Benchmark| Weekly Assignments, Unit Assessments, Quarterly Assessments, District Benchmark, AIMS |
Students will be able to seek additional help during lunch if needed.

- Extension and remediation activities based on current student data.
- We will teach by modeling how to complete problems related to the Arizona State and Common Core standards.
- Small group instruction will be used to those who need it based on data showing their struggles as well as those that are not grasping concepts during "we do" instruction.
- I will utilize background information to new concepts being learned.
- "Higher level" thinking will be used on a daily basis and through quarterly projects.
- We will never assume or give up on any students, no matter what the situation may be.
<table>
<thead>
<tr>
<th>Team SMART Goals</th>
<th>Specific Activities</th>
<th>Who is Responsible</th>
<th>Target Dates</th>
<th>Evidence of Success</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6th Grade Reading</strong>&lt;br&gt;In the 2011-2012 school year, 3 students had an AIMS score of the falls far below, 7 students approached, 68 students met, and 28 students exceeded. In order to reach the goal of at least 95% of these students meeting and exceeding on the 2012-2013 AIMS test, we will need to move 6 students that scored in the lower two categories up to either meets or exceeds.</td>
<td>In order to ensure that this goal is met, the following actions plan will be set:&lt;br&gt;- Utilize reading comprehensions and writing skills across all content areas.&lt;br&gt;- Strategically plan small group and whole group lessons based on missed PO's during intervention time (Tier 2).&lt;br&gt;- Small group instruction support by special area teachers on Mondays.&lt;br&gt;- Reading/Writing push in small groups by Resource teacher and Gifted Specialist. Lesson plans will be provided weekly to Resource teacher to allow Resource teacher to plan lessons to compliment standards learned during whole group instruction.&lt;br&gt;- Students can seek additional help during lunch if needed.&lt;br&gt;- Model different questioning and test taking strategies based on AIMS specification questions and Galileo.&lt;br&gt;- Homework will be strategically used to increase academic vocabulary.&lt;br&gt;- Higher level thinking skills will be used on a daily basis as well as during quarterly book reports.&lt;br&gt;- Create a classroom atmosphere where failing is not an option.&lt;br&gt;- Provide AIMS Academy for students who need additional support to reach the meets/exceeds category based on Spring Benchmark data.</td>
<td>6th grade teachers, special area teachers, Instructional Growth Teacher, Administration</td>
<td>Fall Benchmark, Winter Benchmark, Spring Benchmark</td>
<td>Weekly Assessments Unit Assessments Quarterly Assessments District Benchmarks AIMS</td>
</tr>
<tr>
<td>Team SMART Goals</td>
<td>Specific Activities</td>
<td>Who is Responsible</td>
<td>Target Dates</td>
<td>Evidence of Success</td>
</tr>
<tr>
<td>------------------</td>
<td>--------------------</td>
<td>-------------------</td>
<td>--------------</td>
<td>--------------------</td>
</tr>
<tr>
<td><strong>6th Grade Math</strong>&lt;br&gt;In the 2001-2012 school year, 7 students or 8% of students scored falls far below on AIMS, 18 students or 20% scored approaches, 42 students or 46% scored meets, and 25 students or 27% scored exceeds. In order to reach the goal of at least 90% of these students in the meeting or exceeding on the 2012-2013 AIMS test, we will need to move 19 students that scored in the lower 2 categories up to either meets or exceeds.&lt;br&gt;&lt;br&gt;In order to meet this goal, the following actions will occur:&lt;br&gt;&lt;br&gt;First, we will identify which students need to be targeted, including any borderline categories.&lt;br&gt;&lt;br&gt;Weekly instruction will be consistent with the 2012 district curriculum pacing guide.&lt;br&gt;&lt;br&gt;Teachers will utilize engaging introductions to build value and purpose into each skill.&lt;br&gt;&lt;br&gt;Bell work will spiral concept knowledge to retain and refresh previously taught concepts.&lt;br&gt;&lt;br&gt;Homework will be purposeful to current content utilizing Edmodo and IXL.com and or Newton Math.&lt;br&gt;&lt;br&gt;Small group will consist of 2 tiers. Tier 1 addresses the current lesson taught. Students struggling with the daily concept will be pulled for further instruction. Tier 2 will focus on specific PO needs based upon current data. Our first quarter will focus on the following POs based upon 5th grade AIMS data: S5C3, S5C1, S2C3, S1C3, &amp; S1C1.&lt;br&gt;&lt;br&gt;Students will also be able to participate in weekly math question sessions after school.&lt;br&gt;&lt;br&gt;We will receive additional support from Resource teacher through push in instructions and special area teachers every Monday.&lt;br&gt;&lt;br&gt;We will focus on building a common academic vocabulary amongst classes.&lt;br&gt;&lt;br&gt;Reading will contribute to Power POs through reading/math riddles. Science will support math by developing use of formulas.</td>
<td><strong>6th grade teachers, special area teachers, Instructional Growth Teacher, Administration, Resource Teacher, Gifted Specialist</strong>&lt;br&gt;&lt;br&gt;Fall Benchmark&lt;br&gt;&lt;br&gt;Winter Benchmark&lt;br&gt;&lt;br&gt;Spring Benchmark</td>
<td><strong>Fall</strong>&lt;br&gt;&lt;br&gt;<strong>Benchmark</strong>&lt;br&gt;&lt;br&gt;<strong>Winter</strong>&lt;br&gt;&lt;br&gt;<strong>Benchmark</strong>&lt;br&gt;&lt;br&gt;<strong>Spring</strong>&lt;br&gt;&lt;br&gt;<strong>Benchmark</strong></td>
<td>Weekly Assessments&lt;br&gt;&lt;br&gt;Unit Assessments&lt;br&gt;&lt;br&gt;Quarterly Assessments&lt;br&lt;br&gt;District Benchmarks&lt;br&lt;br&gt;AIMS</td>
<td></td>
</tr>
<tr>
<td>Team SMART Goals</td>
<td>Specific Activities</td>
<td>Who is Responsible</td>
<td>Target Dates</td>
<td>Evidence of Success</td>
</tr>
<tr>
<td>------------------</td>
<td>---------------------</td>
<td>--------------------</td>
<td>--------------</td>
<td>--------------------</td>
</tr>
</tbody>
</table>
| **8th Grade Math:** In the 2011-2012 school year, 7 students had a math AIMS score of 50.4, 10 students approached, 32 students met, and 28 students exceeded. In order to reach the goal of at least 90% of these students meeting and exceeding on the 2012-2013 AIMS test, we will need move 10 students that scored in the lower two categories up to either meets or exceeds. | **8th Grade Math:** In order to ensure that this goal is met, the following action plan will be set:  
- Tutoring sessions will be held before and after school on several occasions. The goal of these sessions is to help those that are struggling with current topics. This will be open to all students but those that are struggling on the current concepts/P0s will be the ones that are most encouraged to attend. This will be based on lack of understanding on homework, confusion during we do you do activities, struggles on past exams, as well as AIMS and benchmark data.  
- Students will be able to seek additional help during lunch if needed.  
- I will teach by modeling how to complete problems related to the Arizona State and Common Core standards.  
- Small group instruction will be used to those who need it based on data showing their struggles as well as those that are not grasping concepts during “we do” instruction.  
- Manipulatives will be used as an additional way to present material.  
- I will utilize background information to new concepts being learned.  
- “Higher Level” thinking will be used on a daily basis and through quarterly projects.  
- I will never give up on any student; no matter what the situation may be. | All 7th and 8th grade teachers as consistency across the team is key to the success of the students in each room.  
This relates to behavior, routines, and procedures.  
- Each of us individually to never give up and to ensure that the students have a will to learn.  
- Administration  
- IGT  
- SPED Teachers | This action plan will continue until the last day of the year to ensure their success on this year’s AIMS as well as a smooth transition into the next year.  
This starts day one with knowing our students’ strengths and weaknesses. This data will be used to create small groups to teach specific P0s.  
Benchmark results: 90% of students will meet or exceed on each of the three benchmarks.  
- AIMS results: 90% of students will meet or exceed.  
- Formative assessments: Whiteboards and pre-assessments  
- Summative assessments: Unit exams, mid-unit quizzes.  
- Small group growth: Work with FFB and Approach students 2 times each week and meets/exceeds once a week. |
8th Grade Reading: In the 2011-2012 school year, 0 students had a reading AIMS score of fails far below, 11 students approached, 64 students met, and 3 students exceeded. In order to reach the goal of at least 95% of these students meeting and exceeding on the 2012-2013 AIMS test, we will need to move 8 of the approaching students up to either meets or exceeds.

7th Grade Math: In order to ensure that this goal is met, the following action plan will be set:

- Tutoring sessions will be held before school on several occasions. The goal of these sessions is to help those that are struggling with current topics. This will be open to all students but those that are struggling on the current concepts/PQs will be the ones that are most encouraged to attend. This will be based on lack of representation, and usage in context through student-created sentences.

- Flexible groupings of centers-based instruction involving vocabulary, comprehension, 6-Trails practice, reading with technology, Socratic groups, and WICR (Writing, Inquiry, Collaboration, and Reading) implementations will take place every week.

- My direct instruction will elicit clear and concise expectations of daily objectives and student performances.

- Instructional manipulatives will be used weekly to provide reliable and concrete examples of concepts and objectives being taught to strengthen student understanding.

- Higher Level Thinking will take place through both teacher and student-led discussions with open-ended questioning to promote daily debate and discussion upon concepts being taught.

- “I do” modeling will incorporate proper verbiage and learning expectations based upon AZ State Standards and Common Core objectives.

- I too will support and abide by our grade level decision of, “I will never give up on any student; no matter what the situation may be.”

7th and 8th Grade Reading

Benchmarks: 95% of students will meet or exceed each of the three benchmarks.

AIMS: 95% of students will meet or exceed AIMS.
understanding on homework, confusion during we do you do activities, struggles on past exams, as well as AIMS and benchmark data.
-Students will be able to seek additional help during lunch if needed.
-I will teach by modeling how to complete problems related to the Arizona State and Common Core standards.
-Small group instruction will be used to those who need it based on data showing their struggles as well as those that are not grasping concepts during “we do” instruction.
-Manipulatives will be used as an additional way to present material.
-I will utilize background information to new concepts being learned.
-“Higher Level” thinking will be used on a daily basis through teacher led probing, encouraging classroom discussion and discourse, and small group problem solving.
-Each student will be successful in math this year regardless of where they started, they will all finish strong.

7th Grade Reading: -I will teach by modeling how to complete problems related to the Arizona State and Common Core standards.
-I will offer small in-class/homework assignments (chunked) instead of longer assignments that stay on one story or writing topic for too long (concepts or objectives get too muddled).
-Small group instruction will be used to those who need it based on data showing their struggles as well as those that are not grasping concepts during “we do” instruction.
-I will utilize background information to new concepts being learned.
-“Higher Level” thinking will be used through assignments and quarterly projects.
**7th Grade Math:** In the 2011 – 2012 school year, 17 students had a math AIMS score of falls far below, 19 students approached, 22 students met, and 16 students exceeded. In order to reach the goal of at least 90% of these students meeting and exceeding on the 2012 -2013 AIMS test, we will need move 31 students that scored in the lower two categories up to either meets or exceeds.

**7th Grade Reading:** In the 2011 – 2012 school year, 3 students had a math AIMS score of falls far below, 13 students approached, 51 students met, and 7 students exceeded. In order to reach the goal of at least 90% of these students meeting and exceeding on the 2012 -2013 AIMS test, we will need move 14 students that scored in the lower two categories up to either meets or exceeds.
CONTINUOUS IMPROVEMENT PLAN

| School Name:          | Marley Park Elementary | School Year: | 2012-2013 |

District Goal 3: (Strategic Plan B.8): 90-100% of students will achieve one year’s growth (OYG) in reading and mathematics. Students will demonstrate substantial growth on the AIMS Reading and Mathematics tests as measured from prior years’ performance. The measure of One Year’s Growth is based on AIMS FAME performance assignments. The following criteria are used to determine OYG eligibility: (1) a student may not be at the Falls Far Below Level on the most current AIMS test, (2) a student may not decline in his/her FAME performance level, and (3) a student may not remain at the Approaching FAME level for two consecutive years. All other FAME alignments qualify for OYG designation.

School Goal #3: 90-100% of Marley Park students will achieve one year’s growth (OYG) in reading and mathematics as measured by the AIMS assessment in Spring 2013.

<table>
<thead>
<tr>
<th>Team SMART Goals</th>
<th>Specific Activities</th>
<th>Who is Responsible</th>
<th>Target Dates</th>
<th>Evidence of Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>5th GradeIn the 2011-2012 school year, 78% of the students made OYG (58-74). In order to reach the goal of 90-100% of the students making OYG, 12 additional students will have to achieve one year’s growth.</td>
<td>In order to ensure that this goal is met, refer to instructional activities in Goal 2. In addition, we will identify which students did not make OYG and which POs that each student needs additional support in. This information will be applied to small groups, tutoring, and question sessions.</td>
<td>5th grade teachers, special area teachers, IGT, SPED, Admin</td>
<td>Fall Benchmark, Winter Benchmark, Spring Benchmark</td>
<td>Weekly Assignments, Unit Assessments, Quarterly Benchmarks, AIMS</td>
</tr>
<tr>
<td>Team SMART Goals</td>
<td>Specific Activities</td>
<td>Who is Responsible</td>
<td>Target Dates</td>
<td>Evidence of Success</td>
</tr>
<tr>
<td>------------------</td>
<td>---------------------</td>
<td>--------------------</td>
<td>--------------</td>
<td>-------------------</td>
</tr>
<tr>
<td><strong>6th Grade Reading</strong>&lt;br&gt;In the 2011-2012 school year, 82% of the students made OYG (52 out of 63). In order to reach the goal of having 90-100% of the students making OYG, 4 additional students will have to achieve one year’s growth. However, only 6 additional students are needed to reach 100%.&lt;br&gt;Utilize reading comprehension across all content areas.&lt;br&gt;Strategically plan small group and whole group lessons based on missed PO’s during intervention time (Tier 2).&lt;br&gt;Small group instruction support by special area teachers on Mondays.&lt;br&gt;Reading/Writing push in small groups by Resource teacher and Gifted Specialist. Lesson plans will be provided weekly to Resource teacher to allow Resource teacher to plan lessons to compliment standards learned during whole group instruction. Students can seek additional help during lunch if needed.&lt;br&gt;Model different questioning and test taking strategies based on AIMS specification questions and Galileo.&lt;br&gt;Homework will be strategically used to increase academic vocabulary.&lt;br&gt;Higher level thinking skills will be used on a daily basis as well as during quarterly book reports.&lt;br&gt;Create a classroom atmosphere where failing is not an option.&lt;br&gt;Provide AIMS Academy for students who need additional support to reach the meets/exceeds category based on Spring Benchmark data.</td>
<td><strong>6th grade teachers, special area teachers, Instructional Growth Teacher, Administration, Gifted Specialist, Resource Teacher</strong></td>
<td>Fall Benchmark&lt;br&gt;Winter Benchmark&lt;br&gt;Spring Benchmark</td>
<td>Weekly Assessments&lt;br&gt;Unit Assessments&lt;br&gt;Quarterly Assessments&lt;br&gt;District Benchmarks&lt;br&gt;AIMS</td>
<td></td>
</tr>
<tr>
<td>Team SMART Goals</td>
<td>Specific Activities</td>
<td>Who is Responsible</td>
<td>Target Dates</td>
<td>Evidence of Success</td>
</tr>
<tr>
<td>------------------</td>
<td>--------------------</td>
<td>--------------------</td>
<td>--------------</td>
<td>-------------------</td>
</tr>
<tr>
<td><strong>6th Grade Math</strong>&lt;br&gt;In the 2011-2012 school year, 57% of the students made OYG (38 out of 67). In order to reach the goal of having 90-100% of the students making OYG, 23 additional students will have to achieve one year's growth.</td>
<td>In order to ensure that this goal is met, refer to instructional activities in Goal 2. In addition, we will identify which students did not make OYG and which POs that each student needs additional support in. This information will be applied to small groups, tutoring, and question sessions.</td>
<td>6th grade teachers, special area teachers, Instructional Growth Teacher, Administration, Resource Teacher, Gifted Specialist</td>
<td>Full Benchmark</td>
<td>Weekly Assessments Unit Assessments Quarterly Assessments District Benchmarks AIMS</td>
</tr>
<tr>
<td><strong>8th Grade Math</strong>&lt;br&gt;In the 2011 – 2012 school year, 88.5% of the students made OYG (54 out of 61). In order to reach the goal of having 90 – 100% of the students making OYG, one additional student will have to achieve one year’s growth. However, only 7 additional students are needed to reach 100%.</td>
<td><strong>8th Grade Math:</strong> In order to ensure that this goal is met, the action plan listed under the AIMS SMART goal will be followed as well as understanding which specific PO each student is struggling with. Understanding this information will ensure the creation of successful small groups and help lead these students to achieving OYG.</td>
<td>All 7th and 8th grade teachers as consistency across the team is key to the success of the students in each room. This relates to behavior, routines, and procedures.</td>
<td>This starts day one with knowing our students’ strengths and weaknesses. This data will be used to create small groups to teach specific PO’s.</td>
<td>Benchmark results&lt;br&gt;90% of math students will meet or exceed each of the three benchmarks. 95% of reading students will meet or exceed each of the three benchmarks.-AIMS results&lt;br&gt;90% of students will meet or exceed AIMS in math. 95% of students will meet or exceed AIMS in reading.-Formative assessments&lt;br&gt;-Summative assessments&lt;br&gt;-Small group growth</td>
</tr>
<tr>
<td><strong>8th Grade Reading</strong>&lt;br&gt;In the 2011 – 2012 school year, 91.8% of the students made OYG (57 out of 62). The goal of having 90 – 100% making OYG is already met as long as these 57 students remain achieving this status. However, only 5 students are needed to reach 100%.</td>
<td><strong>8th Grade Reading:</strong> In order to ensure that this goal is met, the action plan listed within my AIMS SMART goal will be strictly followed. I will strongly adhere to administration and instruction of specific performance objectives that are highly regarded throughout the AIMS SPECS checklist. I will also administer the same instruction throughout my daily practices to those students needing extra time and practice to strengthen struggling objectives.</td>
<td>Administration&lt;br&gt;-IGT</td>
<td>This action plan will continue until the last day of the year to ensure their success on this year’s AIMS as well as a smooth transition into the next year.</td>
<td>Benchmark results&lt;br&gt;90% of students will meet or exceed AIMS in reading.-Formative assessments&lt;br&gt;-Summative assessments&lt;br&gt;-Small group growth</td>
</tr>
</tbody>
</table>
7th Grade Math: In the 2011 – 2012 school year, 49.2% of the students made OYG (32 out of 65). In order to reach the goal of having 90 – 100% of the students making OYG, 27 additional students will have to achieve one year's growth.

My personal understanding of my professional duties will allow me to remain successful in creation of resourceful lesson plans, reading strategies, and flexible small group instruction. Student comprehension of the standards and objectives taught will prove to be of utmost importance in remaining successful throughout 8th grade reading in 2012-2013.

7th Grade Reading: In the 2011 – 2012 school year, 3 students (4.2%) had a reading OYG score of falls far below, 13 students (19%) approached, 47 students (67.14%) met, and 7 students (10 %) exceeded. In order to reach the goal of at least 95% of these students meeting and exceeding on the 2012 – 2013 OYG we will need to move 15 of the approaching and FFB students up to either meets or exceeds.

7th Grade Math: In order to ensure that this goal is met, the action plan listed under the AIMS SMART goal will be followed as well as understanding which specific PO each student is struggling with. Understanding this information will ensure the creation of successful small groups and help lead these students to achieving OYG.

7th Grade Reading: In order to ensure that this goal is met, the action plan listed under the AIMS SMART goal will be followed.
<table>
<thead>
<tr>
<th>BEGIN DATE</th>
<th>END DATE</th>
<th>PROFESSIONAL DEVELOPMENT OPPORTUNITIES</th>
<th>TARGETED GOAL</th>
<th>PERSONS INVOLVED</th>
</tr>
</thead>
<tbody>
<tr>
<td>7/23/12</td>
<td>7/24/12</td>
<td>McRel School Culture Training</td>
<td>To train 1 teacher from every grade level to being the work in PLC</td>
<td>Administration, 12 Marley Teachers, 6 Dysart Teachers and 6 Riverview Teachers</td>
</tr>
<tr>
<td>7/30/12</td>
<td>7/30/12</td>
<td>Unwrapping the Common Core</td>
<td>To teach the shifts in the ELA and Math Standards and to practice unwrapping the common core standards</td>
<td>Kinder – 8th grade teachers, IGT, Administration</td>
</tr>
<tr>
<td>8/1/12</td>
<td>9/10/12</td>
<td>Charlotte Danielson Evaluation Training</td>
<td>To train all certified staff on the new evaluation instrument</td>
<td>All certified staff</td>
</tr>
<tr>
<td>8/13/12</td>
<td>8/13/12</td>
<td>301 Goals/CIP Goals</td>
<td>To train staff on the changes in 301 goals and to give time to staff to write their SMART CIP goal</td>
<td>All certified staff</td>
</tr>
<tr>
<td>8/9/12</td>
<td>8/9/12</td>
<td>Phonics Screeners and Spelling Screeners</td>
<td>To train teacher on the facilitation of this instrument</td>
<td>Kinder – 6th grade teachers Reading Interventionist IGT, Administration</td>
</tr>
<tr>
<td>8/20/12</td>
<td>8/20/12</td>
<td>Tier 2 Reading Intervention/Walk to Read</td>
<td>To train teachers on the facilitation of Tier 2 instruction, Walk to Read, and extension menus</td>
<td>Kinder – 5th grade teachers Reading Interventionist, IGT, Administration</td>
</tr>
<tr>
<td>8/28/12</td>
<td>8/28/12</td>
<td>Phonics Screened…..Now What? Dibeleed…..Now What?</td>
<td>To learn how to use this data to target our small</td>
<td>Kinder – 6th grade teachers Reading Interventionist, IGT,</td>
</tr>
<tr>
<td>BEGIN DATE</td>
<td>END DATE</td>
<td>PROFESSIONAL DEVELOPMENT OPPORTUNITIES</td>
<td>TARGETED GOAL</td>
<td>PERSONS INVOLVED</td>
</tr>
<tr>
<td>------------</td>
<td>----------</td>
<td>------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>----------------------------------------------------</td>
</tr>
<tr>
<td>8/30/12</td>
<td>8/30/12</td>
<td>Questioning and Discussions</td>
<td>To receive training in questioning and discussion led by the Gifted Specialist</td>
<td>Gifted Cluster Teachers, IGT and Gifted Specialist</td>
</tr>
<tr>
<td>8/7/12</td>
<td>5/20/12</td>
<td>Data Analysis and Planning for intervention ANND ENRICHMENT/Teaching For Learning Talks</td>
<td>G deep into our data and plan instruction that meet the need of all students</td>
<td>IGT, Administration, certified teachers</td>
</tr>
<tr>
<td>8/28/12</td>
<td>8/28/12</td>
<td>Meta cognition Training RLT</td>
<td>To learn new strategies to use in the classrooms and to share out successes with the staff</td>
<td>IGT, Administration, 1 member from each grade level</td>
</tr>
<tr>
<td>8/30/12</td>
<td>8/30/12</td>
<td>Focal Point Training MLT</td>
<td>To learn new strategies to use in the classrooms and to share out successes with the staff</td>
<td>IGT, Administration, 1 member from each grade level</td>
</tr>
<tr>
<td>10/1/12</td>
<td>10/1/12</td>
<td>Digging deeper into Galileo</td>
<td>To understand all of the functions of Galileo and to practice building assessments and finding the data</td>
<td>IGT, Administration, Assessment Coordinator, certified teachers</td>
</tr>
</tbody>
</table>
Continuous Improvement Plan
Resource Plan

According to the district strategic plan and required goals for CIPs, every school will achieve an A or B label with no backwards movement.

Dysart Non-Negotiables:
- Practice shared leadership
- Utilize data and evidence to drive instruction to achieve student success
- Teach common core content and strategies

Directions

Identify how supporting staff are utilized to drive student achievement in each of the following categories. In addition, you must include the use of budget and time within each category.
<table>
<thead>
<tr>
<th>Data Teams</th>
<th>(Literacy) Coaching</th>
<th>Cyclical Training</th>
<th>(Common) Core Training</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Supporting Staff:</strong> Principal, Assistant Principal, IGT, Reading Interventionist, Gifted Specialist, Special Area Teachers</td>
<td><strong>Supporting Staff:</strong> Principal, Assistant Principal, IGT, Reading Interventionist, Gifted Specialist, Special Area Teachers Teachers, RLT Team, READ 180/Systems 44 Consultant</td>
<td><strong>Supporting Staff:</strong> Principal, Assistant Principal, IGT, Team Leaders, Gifted Specialist,</td>
<td><strong>Supporting Staff:</strong> Principal, Assistant Principal, IGT, Team Leaders, Gifted Specialist,</td>
</tr>
<tr>
<td>• TLT Teaching for Learning Talks, Administration &amp; IGT</td>
<td>• RTL include IGT</td>
<td>• Team leaders &amp; IGT provide differentiated, ongoing training based on informal PLC observation data and TLT</td>
<td>• Common Core training to all staff (Dr. King’s work)</td>
</tr>
<tr>
<td>Grade Levels meet with the IGT and Admin bi-monthly with a focus on formative assessments (2 math and 2 reading per month), and student work samples to determine the learning needs of individual students and celebrate the academic growth for all grade level teams</td>
<td>• IGT provides differentiated “light to heavy” coaching</td>
<td>• TLT will review lesson plans and planning of the Common Core</td>
<td>• A thought/learning about Common Core Shifts written in Weekly Updates</td>
</tr>
<tr>
<td>• Follow up training by gifted specialist, interventionist and special area teachers</td>
<td>• Co-teaching consultants &amp; SpEd teacher and IGT provides fidelity with walkthroughs and supportive feedback</td>
<td>• IGT assist in providing chunked training based on weekly informal classroom observations</td>
<td>• TLT will review lesson plans and planning of the Common Core</td>
</tr>
<tr>
<td>• Admin is partnering w/ADE Principals Institute and mentor to successfully guide effective school improvement effort</td>
<td>• Read 180 consultants to work with teacher and 13 students</td>
<td>• McRel school culture activities in combination with opportunities to reflect on school improvement efforts/norms on our campus</td>
<td>• Monthly PD provided by Gifted Specialist based on campus needs (common core training and instructional strategies)</td>
</tr>
<tr>
<td></td>
<td>• Reading Specialist and Reading Consultant providing staff dev. on tier 2 reading and using data to support small group instruction</td>
<td>• IGT monthly meetings with teachers 2 years or less to review planning process using the district materials and IPal</td>
<td>• SS/HS Counselors serve as an extended positive communication and behavior intervention support for students and parents dealing with student attendance and student behavior issues</td>
</tr>
<tr>
<td>Budget:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School M &amp; O costs for teaching and learning resources and Principals Institute fee</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time:</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLT 2X a month/progress monitoring weekly and bi-monthly and data talks with Reading Interventionist</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Budget:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School M &amp; O costs for professional learning materials and consultant, SpEd Dept. costs for consultant fees</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coaching occurs in the classroom 3 days per week w/planning support during teacher prep or after school. Light coaching occurs in the classroom and during teacher prep one day per week. Co-teaching walkthroughs occur quarterly, TLT meetings 2x a month, Gifted Specialist pushing into classrooms weekly and monthly PD.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Budget:</th>
</tr>
</thead>
<tbody>
<tr>
<td>District level budget for PLC and McRel consultants and training materials</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-3X per month/Fall 2012 and Spring 2013, Monthly PD and discussion meetings</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Budget:</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS/HS Grant/School Tax Credit budget</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly/Monthly</td>
</tr>
</tbody>
</table>
Marley Park Elementary School
Continuous Improvement Plan
2012 – 2013

We Are Dysart....
We Are Marley Park!

Home of the Mavericks

Marley Park Elementary
Mission and Vision

Mission:
Academic excellence. Every day. Everyone!

Vision:
- To strive for the highest level of academic achievement
- To develop cooperative and effective communication links between the home and school
- To promote the importance of learning as a life-long need
- To develop self-discipline and responsibility for personal behavior
- To combine the best research and practice from a range of national systems with a wealth of knowledge and experiences from international schools to create a relevant and engaging educational framework for all children

We Are Dysart...We Are Marley Park!
Collecting & Examining Data

Marley Park Elementary School Profile

- Opened in 2004
- State Grade "B"
- Currently 1085 students and 55 teachers
- Cambridge students: 155 students (2 classes per grade level, 6th, 7th and 8th grade)
- 81 students identified as Gifted and 50 of those students are Cambridge
- SPED: 51 students on the census as resource students, 2 cross-catagorical self-contained classrooms with a total of 22 students and 28 speech only students
- 32% Free and Reduced Lunch
- 95% Attendance Rate

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percent Passing</th>
<th>Percent Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>86%</td>
<td>17%</td>
</tr>
<tr>
<td>Math</td>
<td>77%</td>
<td>40%</td>
</tr>
<tr>
<td>Science</td>
<td>77%</td>
<td>45%</td>
</tr>
</tbody>
</table>

Celebrations 2011-2012

- State-wide recognition for implementation of the Cambridge program
- Visited by four school districts to view our successful Cambridge program.
- 2011-2012 District champions in Baseball and Volleyball.
- 2011 District Spelling Bee winner.
- 2012 PTA recognized for 100% participation from staff and teachers.
- NSBA Technology Model School
- 2012 VFW Teacher of the Year

Areas of Focus

- Tier 2 Reading
- Small group instruction math and reading – minimum of three times per week.
- PLC’s – building common assessments, reflecting on data, planning interventions and unwrapping the common core.

Analyze Data

<table>
<thead>
<tr>
<th>Grade</th>
<th>6th</th>
<th>7th</th>
<th>8th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>85%</td>
<td>90%</td>
<td>95%</td>
</tr>
<tr>
<td>Reading</td>
<td>80%</td>
<td>75%</td>
<td>70%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>9th</th>
<th>10th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>80%</td>
<td>85%</td>
</tr>
<tr>
<td>Reading</td>
<td>75%</td>
<td>70%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>11th</th>
<th>12th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>85%</td>
<td>90%</td>
</tr>
<tr>
<td>Reading</td>
<td>80%</td>
<td>75%</td>
</tr>
</tbody>
</table>
Grade Level CIP SMART Goals

Reading
5th Grade Reading Goal

In the 2011-2012 school year, two students had an AIMS score below 26, 9 students approached, 20 students met, and 9 students exceeded. In order to reach the goal of 50% of these students reading at or exceeding the 2012 District AIMS test, we will need to move 7 students that scored in the lower 2 categories up to either meets or exceeds.

On the 2012 District AIMS benchmark number one, 20 students exceeded, 20 students met, 2 students approached, and 3 students fell below. The scores fall to a remarkable percent of just over 8%. In order to reach the goal of 60% of 19 students meeting or exceeding, we need to focus on keeping students in the exceeds category and moving 3 students into exceeds.

Of the six students that approached on the 2011-2012 AIMS exam, nine students approached, nine students met, and one student exceeded on the 2012 District AIMS benchmark number one.

System of the state is 8th grade has no AIMS data from the 2011-2012 school year. Four of these students exceeded benchmark number one, eleven students met, one approached, and none fell below.

Math
8th Grade Math Goal

In the 2011-2012 school year, 7 students had a math AIMS score of below 26, 9 students approached, 20 students met, and 38 students exceeded. In order to reach the goal of at least 60% of these students meeting or exceeding on the 2011-2012 AIMS test, we will need to move 14 students that scored in the lower two categories up to either meets or exceeds.

On the 2012 District AIMS benchmark number one, 20 students exceeded, 20 students met, and 7 students fell below. The scores fall to a remarkable percent of just over 8%. In order to reach the goal of having at least 60% of our students meeting or exceeding, we need to move up 7 students.

Of the 7 students that fell below on the 2011-2012 AIMS exam, 3 students met and 4 fell below on the 2012 District AIMS benchmark number one.

On the 10 students that approached on the 2011-2012 AIMS exam, 1 student exceeded, 9 students met and 1 student fell below on the 2012 District AIMS benchmark number one.

Ten of the students that have no AIMS data from the 2011-2012 school year, 5 of these students exceeded benchmark number one, three students met, while one student fell below.

Other 3 students that fell below on the 2012 District AIMS benchmark number one, 3 students fell below on the 2011-2012 AIMS exam, while 1 student exceeded, 1 student met, and 1 student had no AIMS data. Of the 2 students that approached on the 2012 District AIMS exam, the highest overall score of those two students met on the 2011-2012 AIMS exam. These two students remain to be a major focus of my instruction.

Action Plan

Student Achievement

- D.L.C.
  - D.L.C. Mock Interview (grades 6-8)
  - D.L.C. Mock Interview (grades 6-8)
- Mock Interview (grades 6-8)
  - Mock Interview (grades 6-8)
  - Mock Interview (grades 6-8)

Curriculum Support

- P.E.
  - P.E.
  - P.E.
  - P.E.
  - P.E.

Professional Development

- Math Leadership Team
  - Math Leadership Team
  - Math Leadership Team
  - Math Leadership Team
  - Math Leadership Team

Uncovering the Common Core

- Uncovering the Common Core
  - Uncovering the Common Core
  - Uncovering the Common Core
  - Uncovering the Common Core
  - Uncovering the Common Core

Duties of Other Staff

- Duties of Other Staff
  - Duties of Other Staff
  - Duties of Other Staff
  - Duties of Other Staff
  - Duties of Other Staff

Other Activities

- Other Activities
  - Other Activities
  - Other Activities
  - Other Activities
  - Other Activities
Dysart Elementary
Continuous Improvement Plan

Power in the Preparation...Excellence in the Journey...Success for a Lifetime...

Building a Foundation

› Dysart Elementary is a community of learners where everyone accepts responsibility for their learning, decisions and actions while striving for and taking pride in their achievements.

› Goals are focusing on providing rigorous learning opportunities, focused intervention, character education and meaningful extension opportunities while supporting staff through collaborative learning and planning through professional learning communities.
Collecting and Examining Data

**School Background**
- Established in: 1991
- Current Enrollment: 940
- School Wide--Title 1
- 75% free and reduced lunch
- 138 Special Education students--including 2 self contained ED classes

**Big Picture Data**
- 2011–2012
  - 132pts “B” Label
- 2010–2011:
  - 124pts “B” Label
- 2010–2009:
  - Performing Plus
- 2009–2008:
  - Performing Plus

---

Analyzing the Data

**Celebrations**
- 85% of students made 1 year’s growth in reading
- 73% of students achieved Meets or Exceeds in Reading
- Math Exceeds school-wide increased by 9%.
- 6th grade math scores were first in district benchmark growth
- Awarded the 21st Century Grant
- High number of volunteer hours and community member involvement

**Areas of Focus**
- Increasing growth for all students
- Increasing the number of Exceeds students at all grade levels
- Integrating New Century Learner skills at all grades
- Preparing students to be college and career ready
Goal Setting

- 90–100% of students will make one year's growth in reading, writing and math
- 90–100% of students will score at Meets or Exceeds in reading, writing and math as measured by the 2013 AIMS scores
- School Label– Dysart Elementary will continue to grow to achieve an “A” label
- Parent Community– Continued increase in parent participation events for the 2012–13 school year

Action Plan

<table>
<thead>
<tr>
<th>Action Plan Steps</th>
<th>Timelines &amp; Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Utilize AIMS practice tests, formative assessments, benchmarks, DIBELS and walk-through data to drive instruction and individual student learning</td>
<td>1: Timeline: Monthly data check through PLC’s</td>
</tr>
<tr>
<td>2: Continue student and teacher goal setting based on individual student needs and instruction to meet those needs</td>
<td>2: Timeline: Monthly/Quarterly after benchmark periods and during PLC’s</td>
</tr>
<tr>
<td>3: Providing tutoring to identified students based on individual needs</td>
<td>3: Timeline: Monthly check-in with tutoring teachers</td>
</tr>
<tr>
<td>4: Provide weekly parent engagement opportunities for families to come to school and be involved</td>
<td>4: Timeline: Monitor weekly attendance enrollment</td>
</tr>
</tbody>
</table>

- Evidence: Student data with intervention/enrichment groups
- Evidence: Individual student learning profiles and PLC tracking sheet
- Evidence: Formative assessments/student data folders
- Evidence: Watch Dog Dad Program, Family Engagement Coordinator, 21st Century Program
Dysart Elementary Continuous Improvement Plan 2012-2013

GOAL  Improve Student Achievement

Dysart Elementary will achieve a state accountability label within the top 2 categories under the new state accountability system based on the Spring 2013 AIMS results. (Strategic Plan A.5)

Dysart Elementary students will meet or exceed state standards as measured by state assessments at mandated grade levels. (Strategic Plan A.1)

90-100% of Dysart Elementary students will achieve one year’s growth (OYG) in reading and mathematics. Students will demonstrate substantial growth on the AIMS Reading and Mathematics tests as measured from prior years’ performance. The measure of One Year’s Growth is based on AIMS FAME performance assignments. The following criteria are used to determine OYG eligibility: (1) a student may not be at the Falls Far Below Level on the most current AIMS test, (2) a student may not decline in his/her FAME performance level, and (3) a student may not remain at the Approaching FAME level for two consecutive years. All other FAME alignments qualify for OYG designation. (Strategic Plan B.8)

Status  Submitted 08/11/2012
Filing Cabinet Count  0

STRATEGY  Intervention Programs

Intervention programs targeting specific individual student deficits in math and reading will be established campus-wide before school, during school and after school and taught by HQ Teachers and Interventionists.

Filing Cabinet Count  0

ACTION STEP  Implement Core Reading/Math Programs

All K-6 classrooms will teach a 90 minute reading block and a 75 minute math block, 30 minute tier two and three reading blocks will also be implemented outside the Core, small group instruction will be embedded into the 75 minute math block.

Status  In Progress 08/11/2012
Start-End Dates  08/09/2010 - 06/30/2014
Timeline Notes  This is an ongoing action step that will be used consistently.
Evidence:  Daily schedule, Formative assessments, weekly skills tests, lesson plans, student grades, student work, DIBELS’s data, Benchmark scores.

ACTION STEP  Identify Focus and Students
Through analysis of available data, AIMS, Benchmark, Dibels, DRA, Phonics Screeners, etc., grade level teams will identify target skills and students in order to provide targeted, explicit instruction in small groups within the classroom and by HQ Interventionists.

**Status**  
In Progress 08/11/2012

**Filing Cabinet Count**

**Start-End Dates**  
08/09/2010 - 06/30/2014

**Timeline Notes**  
This is fluid and ongoing. Data will be reviewed regularly and students will move in and out of intervention groups based on individual need.

**Evidence:**  
PLC meetings notes, Progress Monitoring, Benchmark scores, Grade Level Data, Formative Assessments, School-wide data charts, small group lesson plans interventionists schedule and screener.

**ACTION STEP**  
Establish a schedule to deliver interventions

Interventionists and campus leadership will work with classroom teachers to schedule interventions for all students who meet the established criteria.

**Status**  
In Progress 08/11/2012  
Filing Cabinet Count  
08/15/2010 - 05/23/2013

**Timeline Notes**  
Schedule will be flexible to meet the needs of the campus and the students.

**Evidence:**  
Interventions schedule/documentation, 45 Day Screeners, RTI notes, grade level schedule.

**ACTION STEP**  
RTI/SST

Use the RTI Team to address specific student needs and develop action plans to address concerns. (academic, social, behavioral, attendance, etc.)

**Status**  
In Progress 08/11/2012

**Start-End Dates**  
08/09/2010 - 05/23/2013

**Timeline Notes**  
On-going.

**Evidence:**  
Teacher interventions documentation, RTI referrals, 45 Day Screeners, RTI notes and action plans, SST notes, test results, student referrals, attendance records, benchmarks and formative assessments.

**ACTION STEP**  
Before and After School Tutoring - 21st Century

After data analysis students will be identified to attend before and after school tutoring sessions funded through CCLC. HQ teachers will be hired to work with students on targeted skills in reading and math.
Status: In Progress 08/11/2012
Start-End Dates: 10/01/2012 - 05/23/2013
Timeline Notes: On-going. Tutoring sessions will be adjusted by benchmark data according to student need, teacher recommendation and teacher availability.
Evidence: Pre and post-tests, lesson plans, classroom data, progress monitoring, attendance records.

ACTION STEP: SOS
Implement the Save One Student program, where recommended students are assigned a staff member as a mentor who will touch base with them, help with homework, encourage, listen, make a connection in order to support success at school.

Status: In Progress 08/11/2012
Start-End Dates: 09/06/2010 - 05/23/2013
Timeline Notes: This is fluid and ongoing throughout the school year.
Evidence: Attendance records, student surveys, teacher survey, student grades.
ACTION STEP: CCR
A class to provide 5th through 8th grade students skills needed to be college and career ready.

Status: In Progress 08/11/2012
Start-End Dates: 08/06/2012 - 05/23/2013
Evidence: Advisory curriculum, student survey, student grades, Pre cap, Explorer Test, Aims and Benchmark data.

STRATEGY: Strengthen Instruction
Campus and district initiatives will be implemented using a defined plan for teacher training, ongoing embedded professional development, time allocated for collaboration through professional learning communities and feedback based on data collected during classroom walk through observations.

ACTION STEP: Provide Professional Development and Coaching
Professional development planned will reflect the needs of the campus as well as the needs of the individual. A campus initiative is the common core, student engagement and check for understanding in order to increase the rigor of the instruction. A consultant will be hired to facilitate this process. Delivery will be through a differentiated, tiered model which will include allowing more experienced teachers the opportunity to participate in independent learning.

Status: In Progress 08/11/2012
Start-End Dates: 08/04/2010 - 05/23/2013
Evidence: GPS, teacher surveys, PD sign-in sheets, PD evaluations, coaching log.

ACTION STEP Professional Learning Communities

All certified staff will be part of ongoing PLC’s. Some are grade level focused others are content focused. Teachers will meet weekly to analyze data, plan instruction and increase effective instructional practices.

Status In Progress 08/11/2012
Start-End Dates 08/04/2010 - 05/23/2013
Timeline Notes On-Going.
Evidence: Form B, common formative assessments, rubrics and checklists, data charts, small group instruction lesson plan, student grouping.

ACTION STEP Classroom Walk-through(s)

Data will be collected through the district Certified Evaluation System (CES) and feedback provided to teachers to refine instruction and provide relevant professional development. Data collected will reflect efforts to improve objectives, student engagement, cognitive levels of instruction, and strategies to differentiate instruction including small group instruction.

Status In Progress 08/11/2012
Start-End Dates 08/04/2010 - 05/23/2013
Evidence: Informal and formal evaluations, benchmark scores, Aims data.

ACTION STEP Technology Integration

Grade level teams will continue to integrate technology into daily instruction. The goal is to provide authentic learning experiences that foster collaboration, critical thinking and problem solving.

Status In Progress 08/11/2012
Start-End Dates 08/04/2010 - 05/23/2013
Timeline Notes On-going.
Evidence: Technology Leadership meeting notes, professional development, walk-thru data, lesson plans.

ACTION STEP Implement L to J

There is a campus initiative to teach academic vocabulary using the L to J model of graphing and analyzing quiz data to motivate students as they gain vocabulary proficiency.

Status In Progress 08/11/2012
Start-End Dates 08/04/2010 - 05/23/2013
Timeline Notes: This will be ongoing as we refine our vertical vocabulary lists and expand the scope to all content areas. 6th-8th grade teachers are focusing on content area academic vocabulary.

Evidence: Charts and graphing, grade level lists, weekly tests.

**ACTION STEP**

RTI

HQ Teachers will implement RTI in the classrooms. RTI consists of Tier 1, Tier 2, Tier 3 instruction.

**Status** In Progress 08/11/2012

**Start-End Dates** 08/08/2011 - 05/23/2013

**Tags** ELL, SPED

**Evidence:** Grade level schedules, formative assessment data, anecdotal notes, lesson plans, SPED Resource and Interventionists schedule.

**ACTION STEP** Effective Teachers

In order to effectively recruit and retain HQ teachers, the administration supports and values instructional time which includes minimal interruptions and the creation of an effective schedule including interventions and common prep times.

**Status** In Progress 08/11/2012

**Start-End Dates** 08/08/2011 - 05/23/2013

**Timeline Notes** On-Going.

**Evidence:** Schedules, morning announcements, team Leader agenda.

**STRATEGY** Data-driven Decisions

Data will be collected from multiple sources and analyzed by specific PLCs in order to make data informed decisions to positively impact student achievement and meet grade level Annual Measurable Objectives in reading and math.

**ACTION STEP** Professional Development on Data Analysis

Provide professional development on how to effectively analyze data and use the results to impact planning and ultimately student achievement. A consultant is coming in to facilitate this process in 3rd-8th grades.

**Status** In Progress 08/11/2012
Start-End Dates 08/04/2010 - 05/23/2013

Timeline Notes This will be ongoing during weekly team meetings, PLC's as well as during Monday staff development.

Evidence: Data Day agenda, sign-in sheet, grade level team meeting agenda, Monday professional development agenda.

ACTION STEP Data Collection Process

Use of iPAl, Galileo, and Infinite Campus to collect and organize student assessment, attendance and discipline data. Utilize surveys to collect perceptual data regarding instructional environment and student safety.

Status In Progress 08/11/2012

Start-End Dates 08/09/2010 - 05/23/2013

Evidence: Data Charts, survey results, Dibels data charts, progress monitoring data, iPAl, Galileo, Infinite Campus.

ACTION STEP Data Analysis

Job-embedded PD occurs through PLCs, early release Mondays and specific early release Monday data days after benchmark assessments and semester half day data days in order to ensure data analysis is embedded into teacher's instructional practice.

Status In Progress

Start-End Dates 08/04/2010 - 05/23/2013

Timeline Notes Once each semester each team will have a half day to analyze most current student data and use the information to make instructional decisions.

Evidence: Data Day Agendas, PLC Form B, Grade Level Agendas.

STRATEGY Coordinated Services

All services, programs and initiatives will be integrated into and aligned with the goals of our Continuous Improvement Plan.

ACTION STEP Parent Involvement

The team will meet regularly to plan and implement a variety of events and activities to involve our families. Events will be academic focused as well as provide opportunities to build trust, communication and relationships.
Status: In Progress 08/11/2012
Start-End Dates: 08/04/2010 - 05/23/2013

**Evidence:** Activity sign-in sheets, newsletters, meeting notes.

**TASKS**

0 of 3 Complete

**Coffee with the Principal**

In Progress Due 5/23/2013

Semester coffee talks scheduled with family and community members to enhance communication between school and home.

**Evidence:** Agenda, sign-in sheets.

**Parenting Partners**

In Progress Due 5/23/2013

Classes for parents provided through Dysart for strengthening academic and social support at home.

**Evidence:** Sign-in sheets, parent survey, Event sign-in sheets.

**WatchDog Dads**

In Progress Due 5/23/2013

To provide father involvement at school the PTO will support this initiative that organizes fathers and father figures in order to provide positive male role models for the students and to enhance the school environment.

**Evidence:** Meeting notes, sign-in sheets, parent survey.

**ACTION STEP**

**Attendance Incentives**

All classrooms will collaborate with each other and the PTO to devise an incentive plan for students who are in attendance on a regular basis.

Status: In Progress 08/11/2012
Start-End Dates: 09/06/2010 - 05/23/2013

**Evidence:** Attendance Reports.

**ACTION STEP**

**CUTS Program**

Implement the CUTS and CUTS LITE program to reinforce the importance of regular school attendance for our students who have or are developing a pattern of excessive tardies or absences.

Status: In Progress 08/11/2012
Start-End Dates: 08/09/2010 - 05/20/2013
Evidence: Attendance Records, Cuts Referrals.

ACTION STEP Breakfast in the Classroom

All students will receive free breakfast in the classroom on a daily basis. This can serve as an incentive to be at school and on time and additionally it ensures our students start their day with their nutritional needs being met.

Status In Progress 08/11/2012  Filing Cabinet Count
Start-End Dates 02/02/2009 - 05/23/2013

Evidence: Daily check off list.

ACTION STEP Transition Programs

Programs with the purpose of successfully transitioning students from pre-school, 8th grade or Sp Ed into appropriate settings. Teachers collect individual data and meet to ensure each child is successfully transitioned to their new setting.

Status In Progress
Start-End Dates 09/23/2010 - 05/12/2014

Timeline Notes More frequently at the beginning or end of the year; however Sp: Ed. transition meetings are ongoing throughout the school year.

Evidence: Pre-Cap, Explore tests, Special Education Transition meeting notes.

TASKS 0 of 1 Complete

Transition Program Pre-K, Kinder Teac In Progress Due 5/23/2013

We provide transition for special needs preschool and kindergarteners through summer programs, jumpstart, community outreach, and individual parent meetings.

Evidence: Parenting partners sign-in sheets, kinder experience attendance, pre-school transition meeting records.

STRATEGY Plan Development, Implementation and Evaluation

Continue implementation of tiered leadership structure which allows for maximum stakeholder input into the development, implementation and monitoring of our continuous improvement plan.
ACTION STEP  

Tiered Leadership Structure

Continue implementation of the tiered leadership structure; the leadership cadre and the sub leadership action teams for the areas of Literacy, Math, and School Culture. Each sub team analyzes the data for their area of expertise, monitors for progress and reports to the leadership cadre on a semester basis.

Status  
In Progress 08/11/2012

Start-End Dates  
08/20/2009 - 05/23/2013

Timeline Notes  
On-Going.

Evidence:  
Agendas, sign-in sheets, Professional Development offerings, data day data.

ACTION STEP  

LEA Support

District Administration assists with the review and the revision of the school CIP.

Status  
In Progress 08/11/2012  
Filing Cabinet Count  
0

Start-End Dates  
09/07/2011 - 05/23/2013

Persons Responsible  
David Dumon, Cyndi Miller, Gail Pletnick, Frances Sperling
Continuous Improvement Plan
Resource Plan

According to the district strategic plan and required goals for CIPs, every school will achieve an A or B label with no backwards movement.

Dysart Non-Negotiables:
- Practice shared leadership
- Utilize data and evidence to drive instruction to achieve student success
- Teach common core content and strategies

Directions

Identify how supporting staff are utilized to drive student achievement in each of the following categories. In addition, you must include the use of budget and time within each category.
<table>
<thead>
<tr>
<th><strong>Data Teams</strong></th>
<th><strong>(Literacy) Coaching</strong></th>
<th><strong>Cyclical Training</strong></th>
<th><strong>(Common) Core Training</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Supporting Staff:</td>
<td>Supporting Staff:</td>
<td>Supporting Staff:</td>
<td>Supporting Staff:</td>
</tr>
<tr>
<td>Admin</td>
<td>Principal</td>
<td>IGT and Interventionist – Read 2 Succeed</td>
<td>Principal, IGT, Teachers, Content Area Specialists</td>
</tr>
<tr>
<td>IGT</td>
<td>IGT</td>
<td>IGT – Marzano – What Works in Classrooms</td>
<td></td>
</tr>
<tr>
<td>Grade Level Data Teams Team Leads</td>
<td>Teachers</td>
<td>IGT and Principal - PLCs Gifted Specialist – Differentiated Instruction L to J</td>
<td></td>
</tr>
<tr>
<td>Innovation Ambassador to support technical use of iPAL and Galileo</td>
<td>Budget: Up to $3,000 for integration to the common core; materials and trainings</td>
<td>Budget: Up to $5,000 for trainings.</td>
<td>Budget: Up to $3,000 for purchase of additional PD books and resources to assist in implementation of the Common Core</td>
</tr>
<tr>
<td></td>
<td>Time: Early Release Days, PLCs, Team Planning</td>
<td>Time: Early Release Days, PLCs, Team Planning</td>
<td>Time: Early Release Days, PLCs, Team Planning</td>
</tr>
<tr>
<td>Budget:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$1,000 for supplies for teachers to track data</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Up to $5,000 for data analysis training with consultant services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time: Early Release Days, PLCs, Team Planning, Data Days</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
AGENDA ITEM: Recommendation to Consider Action to Approve Settlement of Case Number CV2010-091311

Action/Consent ___ Action/Discussion X Information ___ Supporting Data X

Cost: N/A Funding Source: N/A

EXECUTIVE SUMMARY:

At the conclusion of the Executive Session, the Governing Board will consider action to approve settlement of Case Number CV2010-091311 as negotiated.

BOARD ACTION REQUESTED:

It is recommended the Governing Board approve settlement of Case Number CV2010-091311.

SUBMITTED BY: [Signature] SUPERINTENDENT: [Signature]

ACTION BY BOARD: Motion: _____ Second: _____ Vote: _____ AGENDA ITEM: 15
AGENDA ITEM: Superintendent Mid-Year Summary

Action/Consent ______ Action/Discussion ______ Information ______ Supporting Data ______

Cost: N/A Funding Source: N/A

EXECUTIVE SUMMARY:

Based upon the Board’s acceptance of the Summary Review and ongoing monitoring of the completion of established goals adopted by the Governing Board for the Superintendent for the 2012-2013 school year, the Board will take action relative to the Superintendent’s mid-year performance as follows:

______ The Superintendent is satisfactorily progressing on working to complete the approved goals for 2012-2013.

______ The Superintendent is not satisfactorily progressing on working to complete the approved goals for 2012-2013.

BOARD ACTION REQUESTED:

It is recommended the Governing Board approve the written summary of the Superintendent’s evaluation reflecting the Superintendent is ______ or is not ______ satisfactorily progressing on working to complete the approved goals for 2012-2013.

SUBMITTED BY: [Signature] SUPERINTENDENT: [Signature]

ACTION BY BOARD: Motion: ______ Second: ______ Vote: ______ AGENDA ITEM: ______
<table>
<thead>
<tr>
<th>Strategic Plan Goal #</th>
<th>GOAL #</th>
<th>OBJECTIVES</th>
<th>COMPLETION RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.1</td>
<td>1</td>
<td>Implement plans resulting in increasing numbers of students meeting or exceeding on measurements of state standards.</td>
<td>1</td>
</tr>
<tr>
<td>A.2</td>
<td>2</td>
<td>Implement New Century Learner Skills as part of the approved curriculum adopted as per the revision cycle for 2011-12.</td>
<td>1</td>
</tr>
<tr>
<td>A.3</td>
<td>3</td>
<td>Design and implement assessments that measure student mastery of core standards and New Century Learner Skills.</td>
<td>1</td>
</tr>
<tr>
<td>A.4</td>
<td>4</td>
<td>Implement plans resulting in increasing numbers of students who succeed in exam systems that qualify them for full-time career and technical programs, jobs, military and/or college or university entrance.</td>
<td>1</td>
</tr>
<tr>
<td>A.5</td>
<td>5</td>
<td>Implement plans resulting in all schools achieving a state accountability label of excelling or within the top two categories of a new state system.</td>
<td>1</td>
</tr>
<tr>
<td>A.6</td>
<td>6</td>
<td>Design and implement a college and career planning process that enables students to develop needed skills to transition to postsecondary pathways.</td>
<td>1</td>
</tr>
<tr>
<td>B.7</td>
<td>7</td>
<td>Implement the district developed system that provides relevant data to drive critical educational decisions to improve student achievement.</td>
<td>1</td>
</tr>
<tr>
<td>B.8</td>
<td>8</td>
<td>Design and implement a plan that provides intervention, extension and enrichment so that each student makes at least one year’s growth.</td>
<td>1</td>
</tr>
<tr>
<td>B.9</td>
<td>9</td>
<td>Evaluate the professional development plan to provide curricular, instructional, and assessment support to increase student achievement.</td>
<td>1</td>
</tr>
<tr>
<td>D.10</td>
<td>18</td>
<td>Implement training to support adopted policy governance</td>
<td>1</td>
</tr>
<tr>
<td>G.11</td>
<td>26</td>
<td>Design ways to effectively educate the public on school financing and budgets.</td>
<td>2</td>
</tr>
<tr>
<td>H.12</td>
<td>29</td>
<td>Design and implement a comprehensive long term capital resource plan including facilities and technology.</td>
<td>2</td>
</tr>
<tr>
<td>I.13</td>
<td>30</td>
<td>Design and implement guidelines to monitor expenditures of school site budgets for alignment with the Strategic Plan.</td>
<td>2</td>
</tr>
</tbody>
</table>
Based upon the Board’s acceptance of the measures of success reported to the Governing Board and ongoing monitoring of the completion of established goals adopted by the Governing Board for the Superintendent for the 2012-13 school year, the Board reaches the following conclusion relative to the Superintendent’s performance:

____ The Superintendent is making satisfactory progress on work to complete the approved goals for 2012-13

____ The Superintendent is not making satisfactory progress on work to complete the approved goals for 2012-13

Date: