DYSART UNIFIED SCHOOL DISTRICT #89

MINUTES: GOVERNING BOARD – REGULAR MEETING

2012-2013 January 9, 2013 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, Ms. Christine Pritchard, Mr. Jerry Eynon, Ms. Jennifer Tanner, and Mrs. Bonnie Schroader.

2. Ms. Traci Sawyer-Sinkbeil 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 this agenda may be inconsistent. UNANIMOUS

ANNUAL BOARD ORGANIZATIONAL MEETING AND ACTION ITEM

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

Call for the Election of the Governing Board President
Ms. Sawyer-Sinkbeil called for nominations.

Ms. Pritchard nominated Traci Sawyer-Sinkbeil
Ms. Tanner seconded.
Ms. Sawyer-Sinkbeil accepted.

The motion made by Pritchard/Tanner to elect Ms. Traci Sawyer-Sinkbeil as Governing Board President was called to a vote. UNANIMOUS

Call for the Election of Board Clerk

Ms. Tanner nominated Jerry Eynon.
Ms. Sawyer-Sinkbeil seconded.
Mr. Eynon accepted.

The motion made by Tanner/Sawyer-Sinkbeil to elect Mr. Jerry Eynon as Governing Board Clerk was called to a vote. UNANIMOUS

5. Summary of Current Events
   • Presentations, Recognitions, Celebrations
     • The video spotlight, JumpStart Program, was shown.
Superintendent Update
- The District was one of three districts nation-wide selected to be featured during The Alliance for Excellent Education’s Digital Learning Day Town Hall on February 6, 2013. The Alliance is a Washington, D.C. based national policy and advocacy organization that works to improve policy to promote academic success for students and ensure high school graduates are ready for success in college, work and citizenship in the twenty-first century. The Board will receive an invitation to participate in the simulcast town hall. Also, Dr. Pletnick is one of 16 people invited to join the The Alliance Project 24 team to help drive innovation and change in schools interested in the types of strategies we utilize. It is not so much about the technology as it is about the strategic planning and leadership driving innovation. The District Annual Report has been released and mailed to the community.

Governing Board Update
- Traci Sawyer-Sinkbeil had a great time working the 6th Annual Tax Credit Drive-Thru Event. Staff was welcomed back for the second semester. Ms. Sawyer-Sinkbeil shared she watched Dr. Pletnick’s 5TV interview regarding our kick-off of Rachel’s Challenge.
- Jennifer Tanner congratulated Dr. Pletnick on her 5TV interview.
- Bonnie Schroader welcomed staff back for the second semester.

5. Audience with Individuals or Groups - NONE

ACTION/CONSENT

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

ACTION/CONSENT

1. Recommendation to Approve Solar Services Agreement Between Dysart Unified School District and Ballou Energy, LLC and Arizona Limited Liability Company
   Approved the Solar Services Agreement between Dysart Unified School District and Ballou Energy, LLC an Arizona limited liability company and authorized the Executive Director of Business Services to sign the agreement and any affiliated documents. UNANIMOUS

   Approved. Appendix A UNANIMOUS

3. Request for Release from Contract – Certificated Staff – 2012-2013 School Year
   Approved to not release Matthew DeBattista from his 2012-2013 Certificated Employee Contract. UNANIMOUS

4. Approval of the Minutes of the December 19, 2012 Governing Board Meeting
   Approved UNANIMOUS

   Approved the Student Disciplinary Hearing Officers for the calendar year beginning January 1, 2013 and concluding December 31, 2013. (i.e. Barbara Surloff and Don Germann). UNANIMOUS
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
   Approved
   UNANIMOUS

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
   Approved
   UNANIMOUS

8. Acceptance of Donations, Gifts and Grants
   Accepted
   UNANIMOUS

9. Approval of Expense Voucher 1027 in the Amount of $2,744,970.27
   Approved
   UNANIMOUS

10. Approval/Ratification of Payroll Vouchers 7502, 28, 7503 and 29 in the Amount of $4,966,251.36
    Approved/Ratified
    UNANIMOUS

17. Recommendation to Approve Clinical Affiliation Agreement with A.T. Still University/Arizona School of Health Sciences for Clinical Health Student Experiences and Authorize the Executive Director of Employee and Community Relations to Sign the Agreement and Any Affiliated Documents
    Approved
    UNANIMOUS

18. Out of State Travel for Two District Staff to Participate in the Alliance for Excellent Education Digital Town-Hall in Washington D.C., February 5-6, 2013
    Approved
    UNANIMOUS

19. Recommendation to Approve Dr. Pletnick’s Acceptance of Appointment to the Alliance for Excellent Education Project 24 Team of Experts
    Approved
    UNANIMOUS

**ACTION DISCUSSION**
**Items 15 and 16 follow the Executive Session**

**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)
    District plans to address school and student safety are addressed through:

    **Planning / Protocols – Presented by Dr. Quinn Kellis**
    Pursuant to A.R.S. 15-341, A.34, a comprehensive Emergency Response Plan has been developed using the Incident Command System (ICS) and the National Incident Management System (NIMS). The plan consisting of procedures, guidelines and forms was developed in alignment with both state and federal guidelines and are grounded in best practices. A copy of the District Emergency Response and Safety Plan Template was loaned to Board members for
review during the presentation. Staff assigned plan responsibilities complete and are certified in FEMA Independent Study Courses IS100, IS200 and IS700 in order to be NIMS compliant. General site and facilities requirements include:

- Establish a Safety Committee
- Inform students, staff and parents that contingency preparation plans and procedures are necessary and are conducted for their safety and well-being.
- Update and download student and staff rosters, lists emergency information on a monthly basis onto flash drives located with the principal, office manager and in the Red Cross Crisis Duffle Bag
- Develop procedures for disabled and non-English speaking students and staff
- Train ALL staff on the Emergency Response Plan
- Supply each classroom with a Classroom Emergency Response Guide that provides instructions on how to respond to specific events.
- Post evacuation routes in all classrooms and office spaces
- All auxiliary staff and/or all staff free of immediate student supervision responsibilities must contact and/or report to the command center whenever an emergency situation occurs.
- Conduct unannounced Fire drills on a monthly basis and debrief after each drill or incident.
- Conduct unannounced Lockdown drills at least once a quarter and debrief after each drill or incident.
- Monitor the NOAA capable radio with battery power back-up located in the front offices.
- Work with the Safety Committee on provisions for off campus emergencies such as bus accidents, field trips, off campus school activities.
- Document 911 calls.
- Conduct a bi-annual inventory of Emergency Response supplies.

**Facilities / Plant – Presented by Mr. Scott Thompson**

Redesign and retrofit of the front office entry at school sites is underway. The revised floor plan, as shown during the item, provides a reception lobby where visitors are stopped by a four foot high counter extending the length of the office opening and electronically locking doorway; effectively blocking free access to the offices. Visitors would gain entry through the doorway after providing proof of identity, visitor registration, and receipt of a visitor pass. Panic buttons will be physically installed and some front office staff members will be issued wireless panic buttons to use in an emergency. Panic button activation would automatically reset the intercom system to emergency mode so bells would not ring and emergency announcements could be made. El Mirage Elementary will be the first school to pilot the retrofit.

**Programs / Prevention – Presented by Dr. Gail Pletnick**

Several programs are in place as preventative measures to encourage a safe environment for students and staff including but not limited to Character Counts, Project Respect, Anti-Bullying curriculum, Public Service Announcements, and a new initiative, Rachel’s Challenge. In addition to the redesigned front office, other preventative measures focus on securing the outside perimeter; any door or gate accessed from the street will be locked during school hours.
12. Information Regarding Progress Toward Accomplishment of 2012-2013 Goals and Objectives
Dr. Pletnick presented a summary of the progress and accomplishments made thus far in the
agreed upon 2012-2013 Superintendent’s goals. The information reflects reports and updates on
the measures of success identified for the established goals which have been provided to the
Governing Board throughout this time period. Appendix B

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
The Governing Board reviewed the recommendations, asked clarifying questions and made
suggestions for revision.

14. 2012-2013 Report on the Continuous Improvement Plan (CIP) for Dysart Elementary and
Marley Park Elementary
Leadership teams representing Marley Park and Dysart 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

CALL FOR EXECUTIVE SESSION

A motion by Sawyer-Sinkbeil/Pritchard was entered to recess to executive session for
discussion of A.R.S. 38.431.03

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

RECESSING OF REGULAR MEETING FOR EXECUTIVE SESSION – 9:05 – 9:54 p.m.

RECONVENE REGULAR MEETING

ACTION/DISCUSSION – Continued

15. Recommendation to Consider Action to Approve Settlement of Case Number
CV2010-091311
A motion by Sawyer-Sinkbeil/Schroader was entered to approve the settlement
of case number CV2010-091311 and to authorize Administration to finalize
and execute the related paperwork. Ms. Pritchard cast the dissenting vote.
MOTION CARRIES
4 – YES
1 - NO

16. Superintendent Mid-Year Review Summary
Upon return from Executive Session, a motion by Tanner/Pritchard was
entered to approve the written summary of the Superintendent’s evaluation
reflecting the Superintendent is satisfactorily progressing on working to
complete the approved goals for 2012-2013. Appendix D
UNANIMOUS
REQUESTS FOR FUTURE AGENDA ITEMS

- Ms. Sawyer-Sinkbeil requested an update regarding the SPED website.

ADJOURNMENT

On a motion entered by Sawyer-Sinkbeil/Tanner and by a unanimous vote, the meeting ended at 9:58 p.m.

Signed:  Date:

February 6, 2012
I. Persons Present:
Ms. Traci Sawyer-Sinkbeil, Ms. Christine Pritchard, Mrs. Bonnie Schroader, Ms. Jennifer Tanner, Mr. Jerry Eynon, Dr. Gail Pletnick and Linda Price, recording secretary. Mr. Rob Haws, attorney with Gust Rosenfeld joined the session to consult with the Board regarding (A)(3) and (4).

II. Executive Session Pursuant to ARS § 38-431.03 pursuant A.R.S. § 38-431.03

9:05 - 9:29 PM
(A)(1) Discussion of the Superintendent’s progress toward accomplishment of goals for the 2012-2013 school year.

9:30 - 9:54 PM
(A)(3) and (4) Consultation for legal advice and discussion with the attorney regarding Case Number CV2010-091311 and possible settlement thereof.

III. Confidentiality Statement - The Governing Board President, Ms. Traci Sawyer-Sinkbeil, read the 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.

V. Executive Session concluded at 9:30 PM

Approved:

Date: February 6, 2013
# NEW HIRE

## CERTIFIED STAFF

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## CLASSIFIED STAFF

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REQUEST FOR EXTENDED LEAVE

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RESIGNATION

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**SUBSTITUTE TEACHER**

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TERMINATION

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**SUPPLEMENTAL COMPENSATION**

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

Adelman, Erika  
Marinelli, Danae

Staff will be paid per MOU for Game Worker.

Carleton, Jennifer

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

Altamirano, Annette  
Bedolla, Xavier  
Beuthin, Kevin  
Braun, Jeff  
Burnett, Craig

Collotta, Nicholas  
Conklin, Amber  
Connelly, Kandice  
Costello, Rhiannon  
Day, John

Romero, Kaselyn  
Rolle, Beth  
Fischer, Raymond  
Fleming, Patricia  
Forney, Michelle
Harrison, Robert  
Heibich, Linda  
Hein, Jessica  
Hudson, Michelle  
Hughes-Polk, Heather  
Jones, Robert  
Jorgensen, Kaitlin  
Kennedy, Angela  
Keough, Tracee  
Kleinow, Scott  
Kuhn, Donald  
Lujano, Eric  
Makings, Kimberly  
Marquardt, Alexander  

Maslyn, Melissa  
Maves, Suzanne  
McClaine, Christine  
Mc Cleery, Randal  
McDaniel, Aubrie  
Minnesota, Dorothy  
Moghina, Christian  
Perla, Juan  
Platzbecker, Eileen  
Proffitt, Melinda  
Puryear, Ciara  
Ramos, John  
Rizzi, Nicholas  
Roberts, Kasey  

Rogers, Cynthia  
Scheeler, Laura  
Sehr, Trevor  
Sherman, Joshua  
Sherrill, Shannon  
Sullivan, Steve  
Thursam, Jeffrey  
Toniazzo, Joseph  
Trest, Kristin  
Troy, Leslie  
Washington, Tracy  
Wiedeke, Robert  
Wojtovich, Sarah  
Woodard, Daska  

Staff will be paid per MOU for Game Supervisor.

Debattista, Matthew  
Hancock, Jeff  

Thornell, Kent  
Van Winkle, Errika  

Staff will be paid Additional Hours-Classified.

Bishop-Moehr, Bethany  
Council, Susan  

Smith, Kathryn  

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

Barndt, Maureen  
Bell, Matthew  
Clark, Angelique  
Gonzalez, Elena  
Halleck, Julie  
Herrington, Kristy  

Hintz, Annette  
Jones, Lisa  
Labovick, Karen  
Leblanc, Michael  
Orona, Adrian  
Piniewski, April  

Salazar, Michelle  
Szlanfucht, Cynthia  
Walz, Marlene  
Wiggins, Seth  

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  
Attilio, Kathleen  
Coon, Terri  
Croteau, Diane  
Dixon, Sharyn  
Encarnacion, Maria  
Galindo, Edgar  
Grubb, Nicole  

Keough, Tracee  
Leon, Joshua  
Miller, Kathleen  
Mitchell, Mary  
Morgan, Dianna  
Orcutt, Laura  
Perla, Juan  
Platzbecker, Eileen  

Rojas, Sylvia  
Saltarelli, Charlene  
Seifert, Alysia  
Soto-Trinidad, Celinas  
Van Oel, Anna  
Virgil, Miranda  
Whalen, Colleen  

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

Hinde, Casey
Staff will be paid per MOU for Online Course Teacher.

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<td>Hinde, Casey</td>
<td>Rasset, Katie</td>
<td></td>
</tr>
</tbody>
</table>

Staff will be paid per MOU for Curriculum Writing.

<table>
<thead>
<tr>
<th>Brandon, Cara</th>
<th>Etcheverry, Austine</th>
<th>Thompson, Robin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Byer, Marla</td>
<td>Levan, Leslie</td>
<td>Zorger, Michelle</td>
</tr>
</tbody>
</table>

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 | |
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 2012-2013

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 addition 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. 15th - 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 18th. 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 I: 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

Governing 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?
APPENDIX C

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>- Evidence: Student data with intervention/enrichment groups</td>
</tr>
<tr>
<td>3: Providing tutoring to identified students based on individual needs</td>
<td>2: Timeline: Monthly/Quarterly after benchmark periods and during PLC’s</td>
</tr>
<tr>
<td>4: Provide weekly parent engagement opportunities for families to come to school and be involved</td>
<td>- Evidence: Individual student learning profiles and PLC tracking sheet</td>
</tr>
</tbody>
</table>

1: Timeline: Monthly data check through PLC’s
- Evidence: Student data with intervention/enrichment groups

2: Timeline: Monthly/Quarterly after benchmark periods and during PLC’s
- Evidence: Individual student learning profiles and PLC tracking sheet

3: Timeline: Monthly check-in with tutoring teachers
- Evidence: Formative assessments/student data folders

4: Timeline: Monitor weekly attendance enrollment
- Evidence: Watch Dog Dad Program, Family Engagement Coordinator, 21st Century Program
APPENDIX C

Marley Park Elementary School
Continuous Improvement Plan
2012 – 2013

We Are Dysart….
We Are Marley Park!

Home of the Mavericks

Marley Park Elementary School
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-categorical 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></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>

Analyze Data

Celebrate the achievements of Cambridge students.

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.

Analyse Data

<table>
<thead>
<tr>
<th></th>
<th>F</th>
<th>A</th>
<th>M</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>6th Grade Cambridge (52 students) 2011 Math</td>
<td>5%</td>
<td>7%</td>
<td>35%</td>
<td>54%</td>
</tr>
<tr>
<td>8th Grade Cambridge (22 students) 2011 Math</td>
<td>9%</td>
<td>14%</td>
<td>35%</td>
<td>42%</td>
</tr>
<tr>
<td>2012 Math</td>
<td>12%</td>
<td>76%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012 Reading</td>
<td>56%</td>
<td>44%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012 Math</td>
<td>13%</td>
<td>87%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012 Reading</td>
<td>49%</td>
<td>51%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012 Math</td>
<td>5%</td>
<td>95%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012 Reading</td>
<td>33%</td>
<td>67%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Grade Level CIP SMART Goals

Reading

5th Grade Reading Goal

In the 2011-2012 school year, zero students had an AIMS score of falls far below, 3 students approached, 55 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 need to move 5 students that scored in the lower 2 categories up to either meets or exceeds.

On the 2012 district Galileo benchmark number one, 25 students exceeded, 60 students met, 3 students approached, and 0 students fell far below. This comes out to a meets/exceeds percent of just over 96%. In order to reach the goal of having at least 95% of 5th grade students meeting or exceeding, we need to focus on keeping students in the exceeds category and moving our meets into exceeds.

Sixteen of the students in fifth grade have 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 far below.

Math

8th Grade Math Goal

In the 2011-2012 school year, 7 students had a math AIMS score of falls far below, 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 2011-2012 AIMS test, we will need to move 10 students that scored in the lower two categories up to either meets or exceeds.

On the 2012 district Galileo benchmark number one, 29 students exceeded, 45 students met, 2 students approached, and 7 students fell far below. This comes out to a meets/exceeds percent of just over 89%. In order to reach the goal of having at least 90% of my students meeting or exceeding, one student needs to move up to this category.

Of the 7 students that fell far below on the 2012 district Galileo benchmark number one, 1 student exceeded, 8 students met, and 1 student fell far below on the 2012 district Galileo benchmark number one.

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

Of the 7 students that fell far below on the 2012 district Galileo benchmark one exam, 4 students fell far below on the 2011 – 2012 AIMS exam, one student died, and one student fell far below on the 2012 district Galileo benchmark number one.

Action Plan

Student Achievement

- Vertical and Horizontal Articulation (grades 6-8)
- 1 hour and 15 minutes every Monday
- Building common assessments and using the data to plan whole and small group instruction
- Focus on grade level CIP SMART goals
- Focus on individual student RTI

Next Steps

- Plan lessons that focus on a specific target
- Set student goals

Data Tracking Sheets

- See documents in folder

Progress Monitoring

- Benchmark once every month
- Strengths Analysis
- 5th-6th grade students
- Intensive review

Tier 2

- Intensive and Strategic – twice a month
- Benchmark – once per month

Instructional Support

- System 44 (students 26)

Maverick Mentors

- 60+ 6th-8th grade students
- See documents in folder

RTI

- Instructional Growth Teacher
- Gifted Specialist

Unwrapping the Common Core

- Depth of Knowledge
- CES

Across the Board

- Gifted Specialist
- 6th-8th grade students

Tier 3

- 7th-8th grade students

Tier 4

- 9th-12th grade students

Tier 5

- 18-20 students per group

Tier 6

- 20-24 students per group
### APPENDIX D

**2012-2013 Mid-Year Review Summary**

Superintendent Gail Pletnick

<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>
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<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>
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<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>
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<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>
2012-2013

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:

X 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: January 9, 2013