DYSART UNIFIED SCHOOL DISTRICT #89

MINUTES: GOVERNING BOARD – STUDY SESSION & REGULAR MEETING

2014-2015 August 20, 2014 Location:

Nathaniel Dysart Education Center

STUDY SESSION

- Development of the Superintendent Goals for the 2014-2015 School Year

The study session was called to order at 4:30 p.m. and concluded at 5:30 p.m. A quorum of Board members was present; namely, Traci Sawyer-Sinkbeil, Jennifer Tanner, Blossom Tande and Bonnie Schroader. Dr. Pletnick provided information regarding Strategic Plan Goals and Objectives for 2014-2017 as well as made suggestions regarding the 14-15 Superintendent goals, benchmarks and measurements of achievement. The Governing Board expressed concerns regarding the lack of guidance from the ADE with respect to standards, assessments and formulas that may be used this year to measure and evaluate students, teachers, administrators and the district. Dr. Pletnick asked for the Board to provide her with direction to expand and/or revise her recommendations. One member suggested changing the academic goals to something we have control over. Members suggested we move forward with recommendations made by the superintendent and make changes as needed. Appendix A

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; Traci Sawyer-Sinkbeil, Bonnie Schroader, Jennifer Tanner, and Blossom Tande.

2. Ms. Sawyer-Sinkbeil led the Pledge of Allegiance.

3. A motion by Sawyer-Sinkbeil/Schroader 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

4. Summary of Current Events
   Presentations, Recognitions, Celebrations
   - Kick-Off – Rachel’s Challenge – Mr. Jim Dean shared the newest Rachel’s Challenge Initiative, “Heartbeats”, and recognized each Board member as a District “HeartBeat”.
   - The Spotlight Video, Kindergarten in Dysart, was shown.
   - Superintendent Update – Dr. Pletnick congratulated the Board Members for being the first Dysart Heart Beats recognized in the district; you are appreciated for showing your compassion for others, especially our students. For the Board, she tweaked one of Rachel’s quotes, “I serve-not for the sake of glory, I serve-not for the sake of fame, I serve-not for the sake of success, but for the sake of our children.” Dr. Pletnick also shared that this week administration and members of the Board are visiting the A rated schools for the traditional A Label celebration breakfast with staff. In addition, she reported that attendance at the Parent Organization training session on Monday night was standing room only. Mr. Eaton and his staff did a great job of working with departments and parent leaders on the presentation; including Sarah Cox, Kathy Hill, Mary Simmons, Cabinet members and parent, Nanette Burnett.
• Ms. Traci Sawyer-Sinkbeil attended Parkview’s curriculum night, the Chamber Business and Education Breakfast meeting as well as the A Label school celebration breakfasts.
• Bonnie Schrader attended the Chamber Business and Education Breakfast. She recognized Beth Maloney and daughter Shannon Maloney for their part in the meeting presentations.
• Jennifer Tanner thanked administration for their recognition as “Heart Beats” and for the initiative.
• Blossom Tande appreciated the recognition as a district “Heart Beat” and Gail’s quote. She attended the Chamber Business and Education meeting. The business community, the City and education representatives agreed we need excellent education systems for the state to be successful.

5. Audience with Individuals or Groups - NONE

ACTION/CONSENT

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

ACTION/CONSENT

1. Recommendation to Approve the Operating and Lease Agreement Between Dysart Unified School District and Catholic Charities Community Services dba Westside Head Start and Authorize the Executive Director of Business Services to Sign the Agreement and Any Affiliated Documents
   Approved

2. Recommendation to Approve the Child Care Food Program Contract with Catholic Charities Community Services, Inc., Westside Head Start and Authorize the Executive Director of Business Services to Sign the Agreement and Any Affiliated Documents
   Approved

3. Recommendation to Approve the In-Theater Advertising Proposal and Regional Insertion Order Agreement Terms and Conditions with NCM Services and Authorize the Assistant Superintendent of Support Services to Sign the Agreement and Any Affiliated Documents
   Approved

4. Recommendation for Approval to Award Contract No. 15-4629-004 Banking Services for the 2014-2015 School Year
   Approved award to Wells Fargo Bank N.A.

5. Recommendation to Approve Personnel Action Items for the Period of August 6, 2014 Through August 20, 2014
   Approved

   Waived the liquidated damages in the amount of $2,500.00 for Cody Johnson.

UNANIMOUS
7. Moved to Action/Discussion – See item #21

8. Approval of Qualified Evaluators
   Approved as listed. UNANIMOUS

9. Approval of the Minutes of the July 31, 2014 and August 6, 2014 Governing
    Board Meetings
   Approved UNANIMOUS

10. Recommendation to Approve Overnight and Out-of-State Travel
    Approved as listed. UNANIMOUS

11. Ratification of Student Activities Assistant Treasurer
    Ratified under the provisions of A.R.S. §15-1122 and the USFR, the
    appointment of Mr. Jack Eaton as Student Activities Treasurer and have his
    signature appear on warrants disbursed from the Maricopa County Treasurer,
    and the appointment of Francie Wolfe-Baumann, Accounting Coordinator, and
    Christie McClaren, Accountant, as Assistant Student Activities Treasurer.
    UNANIMOUS

12. Acceptance of Donations, Gifts and Grants
    Accepted UNANIMOUS

13. Extra-Curricular Tax Credit Fund and Student Activities Fund Reports for the
    Month of July 2014
    Acknowledged receipt of the Extra Curricular Tax Credit Fund and the
    Student Activities Fund reports for the month of July 2014.
    UNANIMOUS

14. Approval/Ratification of Expense Vouchers 1004, 1063, 1005 and 1064 in the
    Amount of $2,334,830.72
    Approved/Ratified UNANIMOUS

15. Approval/Ratification of Payroll Vouchers 66, 1590, 6, 7591, 7 and 7592 in
    the Amount of $2,433,466.75
    Approved/Ratified UNANIMOUS

**INFORMATION ITEMS**

16. Strategic Plan Goal B: Rachel’s Challenge Celebration of Achievements Initiative
    Mr. Jim Dean presented information regarding a District Rachel’s Challenge Initiative, “The Heart
    Beats of Dysart”. There will be a monthly nomination process where we will look for those
    employees who recognize the best in others, choose positive influences, speak with kindness and
    dream big. There will be one winner per month per site. Winners will be recognized at scheduled
    Governing Board meetings. Each winner will receive a card for posting on the Governing Board
    dais and kept there for the school year. The winners will also receive a “Heart Beats” notepad.
    Appendix B

17. Review of Previous Findings Related to Year Round District Calendar
    Dr. Pletnick presented information regarding the 2004-2005 research, findings and
    recommendations made not to adopt a year round district calendar. Appendix C
18. Information on Public/Parent Concerns and Complaints Process
   Dr. Pletnick and Mr. Dean presented information regarding the process and procedures followed when responding to parent and community complaints. Appendix D

19. Revision of Governing Board Policy Sections 3.0, 7.15, and 9.47 – First Reading
   Minor changes were brought to the Governing for review. Action will be taken at the September 3, 2014 meeting.

   **ACTION DISCUSSION ITEMS**

20. Revision of Policy Section 1.0 – District Goals – Second Reading
   A motion by Tanner/Schroader was entered to approve revision of Policy Section 1.0 – District Goals.

   UNANIMOUS

21. Recommendation for Approval of New Position for the 2014-2015 School Year
   After discussion, a motion by Sawyer-Sinkbeil/Tanner was entered to approve the new position of Online Learning Monitor for the 2014-2015 school year as presented.

   UNANIMOUS

**REQUESTS FOR FUTURE AGENDA ITEM(S) – NONE**

**ADJOURNMENT**

On a motion entered by Sawyer-Sinkbeil/Shcroader and by a unanimous vote, the meeting ended at 7:20 p.m.

Signed: 

Date: September 3, 2014
## GOAL AREA

| GOAL A | All Dysart students will graduate ready for college, career, and life in a globally competitive economy by mastering New Century Learner skills as defined by the Dysart’s Profile of a Graduate. (see appendix 1) |
| Measures of Success | All Dysart schools will demonstrate academic improvement as measured by state goals:  
  - Increase the percentage of third graders meeting state standards in reading to 94% by 2020.  
  - Increase the percentage of eighth graders meeting state standards in reading and math to 85% by 2020.  
  - Raise the high school graduation rate to at least 93% in 2020.  
  Annual Benchmarks:  
  Grade 3 reading % meeting or exceeding standards as measured on state assessment increased 2.4% per year or 86.8% by 2017.  
  Grade 8 reading % meeting or exceeding standards as measured on state assessment increased 1.6% per year or 80.2% by 2017.  
  Grade 8 math % meeting or exceeding standards as measured on state assessment increased 3.2% per year or 75.4% by 2017.  
  High School graduation rate increased 1.4% per year or 88.8% on the 3 year average of the 4, 5, and 6 year grad rates by 2017.  
  * These measures are dependent on the state of Arizona selecting and implementing a state test that can produce comparable results to the AIMS results reflected in these measures.  

All Dysart students demonstrate the competencies needed for full-time career and technical programs, military and/or college or university entrance as measured by credentialing exams.  
Annual increase in the total number of students participating in available exam systems with an increase in the number of students at or above the exam score average.

### Objectives

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Timeline</th>
<th>Completion</th>
</tr>
</thead>
</table>
| 1. Design and implement curriculum and assessments aligned to College and Career Readiness standards and the Profile of a Graduate attributes. | 2014-17 School Year With annual target: 5 Year Curriculum & Assessment & Resource Revision Cycle-Sept. 2014 | }
### 2014-17 Superintendent
### Strategic Goals & Objectives
### With 2014-15 Benchmarks

<table>
<thead>
<tr>
<th>2. Design, select and implement instructional resources and teacher training that support educators in preparing all Dysart students to demonstrate College and Career Readiness standards and attributes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-17 School Year With annual targets:</td>
</tr>
<tr>
<td>Instructional resources designed and piloted/adopted as follows:</td>
</tr>
<tr>
<td>iShare by June 2015</td>
</tr>
<tr>
<td>4C’s Assessments development and pilot in 1 to 2 areas-June 2015</td>
</tr>
<tr>
<td>Dysart Essentials-piloted in 2014-15 school year</td>
</tr>
<tr>
<td>Reports on design &amp; implementation November 2014 with update June 2015</td>
</tr>
<tr>
<td>YourCaLL-pilot year 2014-15</td>
</tr>
<tr>
<td>21st Century Collaborative Network training components-implemented 2014-15</td>
</tr>
<tr>
<td>Report on outcomes May 2015</td>
</tr>
<tr>
<td>Professional development on assessment development report June 2015</td>
</tr>
<tr>
<td>Data analysis on at risk high school students August 2015</td>
</tr>
</tbody>
</table>
## GOAL AREA

### CULTURE AND LEADERSHIP

#### GOAL B

Implement the “We are Dysart” culture defined by common beliefs, high expectations, collaboration and shared leadership resulting in improved student success as defined by the strategic plan academic goals.

#### Measures of Success

The results of surveys and focus groups will indicate common beliefs, high expectations, collaboration and shared leadership.

**Survey and focus group results.**

Artifacts that reflect a culture defined by common beliefs, high expectations, collaboration and shared leadership will include:

- site and department annual goals that are developed through a shared leadership process and publically shared with all stakeholders
- 100% of schools and departments develop CIP with full implementation and 85-100% of annual measures as defined by Goal A are met by schools

- leadership pathways for employees to recognize contributions and leadership initiative
- Baseline data related to participation in 21st Century Collaborative collected with 3 year goal of reaching 100% fill rate for identified 21st Century Collaborative Network opportunities (i.e., peer mentor positions, YourCaLL projects and internships, gifted inclusion teachers, etc.)

- opportunities for celebrating accomplishments and achievements
  - 1-2 recognition initiatives piloted in 2014-15 with the outcome of increasing opportunities stakeholders value as measured by satisfaction surveys

- effective communication plan
  - 1-2 new communication initiatives piloted in 2014-15 with a full communication plan in place by 2017 with the outcome of increasing the effectiveness of communication as measured by satisfaction surveys

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Timeline</th>
<th>Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop and implement a customer service philosophy with continuous learning components that focus on building shared</td>
<td>2014-16 School Year 2014-research effective initiatives/practices/needs</td>
<td></td>
</tr>
</tbody>
</table>
## 2014-17 Superintendent
### Strategic Goals & Objectives
#### With 2014-15 Benchmarks

| Ownerhips and support for the work of the district. | 2015-develop/design a customer service philosophy, objectives and action plan  
2016-implement the plan  
Data collection includes: focus group information and research of effective practices  
Report in April 2015 based on survey results |
|---|---|
| **2. Create opportunities and set expectations for stakeholder groups to work collaboratively to promote continuous learning and shared leadership.** | **2014-17 School Year**  
Reports November 2014 and June 2015  
Implement CIP process  
Reports CIP- 2014-15  
Aug/Sept/Nov/Dec /Jan |
| **3. Plan opportunities to recognize and share achievement of established common goals and expectations.** | **2014-17 School Year**  
2014-15-pilot 2 recognition initiatives  
2015-16 continue designing and implementing initiatives, gather data and analyze impact  
Report May 2015 and 2017 |
| **4. Create a communication plan that focuses on the timely, accurate and relevant exchange of information.** | **2015-17 School Year**  
2014-15-pilot 2 communication initiatives  
Report Oct 2014  
2015-design plan  
2016-implement plan |
## GOAL AREA

<table>
<thead>
<tr>
<th>GOAL C</th>
<th>SAFETY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Through consistent processes students and staff will be safe and secure.</td>
<td></td>
</tr>
</tbody>
</table>

### Measures of Success

Safety and security throughout the district will be measured by:

- Evaluation of table top scenario exercises
  - Effectiveness rating of exercise evaluations and drills show increases to reach 90-100% effectiveness rating in 3 years
- Survey results
  - Survey results show a satisfactory rating for safety policies, plans and procedures
- Insurance, police and fire audits
  - Audit schedule established with baseline data. Annual increases in number of satisfactory reports
- Random site inspection
  - Site inspection schedule established with baseline data. Annual increase in the number of satisfactory reports
- Continuous review and evaluation of safety/security incidences
  - Annual update of SOP, handbooks, policy, etc. based on data with focus group and survey data collected to determine degree of satisfaction

### Objectives

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Timeline</th>
<th>Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Implement a safety communication plan to assure parents and community members of safety protocols</td>
<td>2016-2017 School Year 2014-2016-Revision of policy, plans, procedures, SOP, handbooks, etc. based on data</td>
<td></td>
</tr>
<tr>
<td>2. Evaluate safety procedures to meet all stakeholder needs including the safety of students before and after school</td>
<td>2014-2016 School Year 2014-develop data collection tools for exercises, audits, inspections and pilot 2014-develop and implement survey -fully implement exercises, inspections, etc. using tools 2015-data analysis and continuation of data</td>
<td></td>
</tr>
</tbody>
</table>
| | collection
2016-use data analysis
to revise policies,
plans, procedures,
handbooks, SOP, etc. |
### GOAL AREA

**GOAL D**

Provide resources to support the Strategic Plan.

### Measures of Success

Budgeted expenditures are allocated to support the strategic plan as measured by:
- Budget Reports
  - Budget is compliant
- Program evaluation
  - Program evaluations conducted to insure effective use of resources
- Board financial reports
  - Reports indicate compliance

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Timeline</th>
<th>Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Using input from district stakeholders identify, prioritize, allocate and monitor budget resources to support the strategic plan.</td>
<td>2014-2017 School Year Annual completion and review of CIPs Reports on CIP in Aug/Sept/Nov/Dec/Jan including budget and resource plan Annual program evaluation schedule with priorities established and evaluations conducted Report Oct 2014 Annual completion of budgets and required reports showing compliance Reports as required per state mandates throughout the year</td>
<td></td>
</tr>
</tbody>
</table>
Goal A

Measures of Success

Percentage of Students Meeting and Exceeding in AIMS/State Assessment

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gr 3 Reading</td>
<td>79%</td>
<td>82%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Gr 8 Reading</td>
<td>76%</td>
<td>77%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Grade 8 Math</td>
<td>64%</td>
<td>69%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
</tbody>
</table>

Graduation Rates

<table>
<thead>
<tr>
<th>Accountability Year</th>
<th>Grad. Rate</th>
<th>Cohort</th>
<th>Grad. Rate</th>
<th>Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-Year Average</td>
<td>88</td>
<td>10-12</td>
<td>86</td>
<td>11-13</td>
</tr>
<tr>
<td>4-Year Grad Rates</td>
<td>84</td>
<td>2012</td>
<td>81</td>
<td>2013</td>
</tr>
<tr>
<td>5-Year Grad Rates</td>
<td>91</td>
<td>2011</td>
<td>86</td>
<td>2012</td>
</tr>
<tr>
<td>6-Year Grad Rates</td>
<td>90</td>
<td>2010</td>
<td>91</td>
<td>2011</td>
</tr>
</tbody>
</table>
Results of Credentialing Exams

(Need Charts laying out Exam Systems as follows)

<table>
<thead>
<tr>
<th>Year</th>
<th>Cambridge</th>
<th>IB</th>
<th>SAT</th>
<th>AP</th>
<th>ETC</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td># Tested</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Avg. District Score</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Avg State Score</td>
<td></td>
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</tr>
</tbody>
</table>

Goal B

Measures of Success

CIP Submission Rate and Implementation Rate of 85-100%

<table>
<thead>
<tr>
<th>Year</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>% CIP Submitted</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Reaching Implementation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Schools meeting Goal A benchmarks</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Implementation Data on 21st Century Collaborative

<table>
<thead>
<tr>
<th>Categories</th>
<th># Openings/Staff</th>
<th>% Filled/Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gifted Cluster Teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>YourCaLL Candidates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>YouCaLL Project Teams</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dysart Essentials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrative Internships</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Celebration Initiates and Satisfaction Rating After Implementation

<table>
<thead>
<tr>
<th>Implementation Year</th>
<th>Initiatives</th>
<th>Satisfaction Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Year 1</td>
</tr>
<tr>
<td>2014</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2017</td>
<td></td>
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</tr>
</tbody>
</table>

### Communication Initiates and Satisfaction Rating After Implementation

<table>
<thead>
<tr>
<th>Implementation Year</th>
<th>Initiatives</th>
<th>Satisfaction Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Year 1</td>
</tr>
<tr>
<td>2014</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td></td>
<td></td>
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<tr>
<td>2016</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2017</td>
<td></td>
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</tbody>
</table>

### Goal C

**Measures of Success**

#### Evaluation of Table Top Exercises

<table>
<thead>
<tr>
<th>Year of Exercise</th>
<th>% Satisfactory Exercises</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td></td>
</tr>
<tr>
<td>2016</td>
<td></td>
</tr>
<tr>
<td>2017</td>
<td></td>
</tr>
</tbody>
</table>
### Evaluation of Safety Drills

<table>
<thead>
<tr>
<th>Year of Exercise</th>
<th>% Satisfactory for Drills</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td></td>
</tr>
<tr>
<td>2016</td>
<td></td>
</tr>
<tr>
<td>2017</td>
<td></td>
</tr>
</tbody>
</table>

### Survey Results

Reported appropriately

### Audit Results

<table>
<thead>
<tr>
<th>Category</th>
<th>% Satisfactory Reports</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2014</td>
</tr>
<tr>
<td>Insurance Audit</td>
<td></td>
</tr>
<tr>
<td>Police Audit</td>
<td></td>
</tr>
<tr>
<td>Fire Audit</td>
<td></td>
</tr>
</tbody>
</table>

### Random Site inspections

<table>
<thead>
<tr>
<th>Year</th>
<th># of Inspections</th>
<th>% Satisfactory Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2017</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Review Processes Completed

<table>
<thead>
<tr>
<th>Area</th>
<th>100% Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2014</td>
</tr>
<tr>
<td>Parent &amp; Student Handbook</td>
<td></td>
</tr>
<tr>
<td>Emergency Plans</td>
<td></td>
</tr>
<tr>
<td>SOP</td>
<td></td>
</tr>
<tr>
<td>Policy</td>
<td></td>
</tr>
</tbody>
</table>

### Goal D

#### Measures of Success

#### Compliance Rates

<table>
<thead>
<tr>
<th>Category</th>
<th>100% of Compliance(Y/N)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2014</td>
</tr>
<tr>
<td>State Budget Balanced</td>
<td></td>
</tr>
<tr>
<td>Audit Report</td>
<td></td>
</tr>
</tbody>
</table>

### Program Evaluation

Appropriate Reports
## GOALS

**Goal A: All Dysart students will graduate ready for college, career, and life in a globally competitive economy by mastering New Century Learner skills as defined by the Dysart’s Profile of a Graduate.**

<table>
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<th>Objectives</th>
<th>Completion</th>
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<tbody>
<tr>
<td>1</td>
<td>Design and implement curriculum and assessments aligned to College and Career Readiness standards and the Profile of a Graduate attributes.</td>
</tr>
<tr>
<td>2</td>
<td>Design, select and implement instructional resources and teacher training that support educators in preparing all Dysart students to demonstrate College and Career Readiness standards and attributes</td>
</tr>
</tbody>
</table>

### Measures of Success
- Grade 3 reading % meeting or exceeding standards as measured on state assessment increased 2.4% per year or 86.8% by 2017.
- Grade 8 reading % meeting or exceeding standards as measured on state assessment increased 1.6% per year or 80.2% by 2017.
- Grade 8 math % meeting or exceeding standards as measured on state assessment increased 3.2% per year or 75.4% by 2017.
- High School graduation rate increased 1.4% per year or 88.8% on the 3 year average of the 4, 5, and 6 year grad rates by 2017.

* These measures are dependent on the state of Arizona selecting and implementing a state test that can produce comparable results to the AIMS results reflected in these measures.

### Data

#### 2014-15 Benchmarks
- Grade 3 reading % meeting or exceeding standards as measured on state assessment increased 2.4% per year
- Grade 8 reading % meeting or exceeding standards as measured on state assessment increased 1.6% per year
- Grade 8 math % meeting or exceeding standards
standards as measured on state assessment increased 3.2% per year
- High School graduation rate increased 1.4% per year (% year rate)

### Measures of Success
All Dysart students demonstrate the competencies needed for full-time career and technical programs, military and/or college or university entrance as measured by credentialing exams.

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<th>Data</th>
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### 2014-15 Benchmark
Annual increase in the total number of students participating in available exam systems with an increase in the number of students at or above the exam score average

**GOAL B: Implement the “We are Dysart” culture defined by common beliefs, high expectations, collaboration and shared leadership resulting in improved student success as defined by the strategic plan academic goals.**

**Objectives**

<table>
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<tr>
<th>Reports</th>
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1. Develop and implement a customer service philosophy with continuous learning components that focus on building shared ownership and support for the work of the district.

2. Create opportunities and set expectations for stakeholder groups to work collaboratively to promote continuous learning and shared leadership.

3. Plan opportunities to recognize and share achievement of established common goals and expectations.

4. Create a communication plan that focuses on the timely, accurate and relevant exchange of information.

**Measures of Success**
The results of surveys and focus groups will indicate common beliefs, high expectations, collaboration and shared leadership.

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<th>Data</th>
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### Measures of Success
Artifacts that reflect a culture defined by common beliefs, high expectations, collaboration and shared leadership will include:
- site and department annual goals that are developed through a shared leadership process and publically shared with all stakeholders
- leadership pathways for employees to recognize contributions and leadership initiative
- opportunities for celebrating accomplishments and achievements
- effective communication plan

<table>
<thead>
<tr>
<th>2014-15 Benchmark</th>
<th>Pilot survey data and focus group data gathered</th>
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<tr>
<td><strong>GOAL C</strong>: Through consistent processes students and staff will be safe and secure.</td>
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### Data

| 2014-15 Benchmarks | • 100% of schools and departments develop CIPs with full implementation and 85-100% of annual measures as reflected in Goal A are met by schools  
|• Baseline data related to participation in 21st Century Collaborative collected with 3 year goal of reaching 100% fill rate for identified 21st Century Collaborative Network opportunities (i.e., peer mentor positions, YourCaLL projects and internships, gifted inclusion teachers, etc.)  
|• 1-2 recognition initiatives piloted in 2014-15 with the outcome of increasing opportunities stakeholders value as measured by satisfaction survey  
|• 1-2 new communication initiatives piloted in 2014-15 with a full communication plan in place by 2017 with the outcome of increasing the effectiveness of communication as measured by satisfaction surveys |

### Objectives

| Reports |**G**oal**a**ltitude**e**ns**y** **s**ummary
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**Measures of Success**

Safety and security throughout the district will be measured by:

- Evaluation of table top scenario exercises
- Survey results
- Insurance, police and fire audits
- Random site inspection
- Continuous review and evaluation of safety/security incidences

**2014-15 Benchmarks**

- Effectiveness rating of exercise evaluations and drills show increases to reach 90-100% effectiveness rating in 3 years
- Survey results show a satisfactory rating for safety policies, plans and procedures
- Audit schedule established with baseline data. Annual increases in number of satisfactory reports
- Site inspection schedule established with baseline data. Annual increase in the number of satisfactory reports
- Annual update of SOP, handbooks, policy, etc. based on data with focus group and survey data collected to determine degree of satisfaction

**GOAL D: Provide resources to support the Strategic Plan.**

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<tr>
<th>Objectives</th>
<th>Reports</th>
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<tbody>
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<td>1</td>
<td>Using input from district stakeholders identify, prioritize, allocate and monitor budget resources to support the strategic plan.</td>
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**Measures of Success**

Budgeted expenditures are allocated to support the strategic plan as measured by:

- Budget Reports
- Program evaluation
- Board financial reports
Based upon the Board’s acceptance of the information reported to the Governing Board related to progress/accomplishments on established goals and benchmarks adopted by the Governing Board for the Superintendent for the 2014-15 school year, the Board reaches the following conclusion relative to the Superintendent’s end-of-year performance:

The Superintendent accomplished at a satisfactory level on the approved _____ goals’ benchmarks for the 2014-15 school year.

The Superintendent did not accomplish at a satisfactory level the approved _____ goals’ benchmarks for 2014-15 school year.

Date: June __, 2015
APPENDIX B

Look for the Best in Others
Choose Positive Influences
Speak with Kindness
Dream Big

Tell us who is at the heart of your site and why!

Nominee: Click here to enter text.

Site: Click here to enter text.

Position: Click here to enter text.

Nominator: Click here to enter text.

This nominee is a heartbeat of Dysart because... Click here to enter text.

One winner per month per site. Sites will be notified and employees will be recognized at scheduled Governing Board Meetings.
Email nominations by ______ to ____.
HISTORY

Approximately 9-10 years ago Board Members requested the year round calendar be explored.

Exploration included:

- Research on academic benefits
- Costs
- Impact on resources
- Perceptual attitudes and community impacts
CURRENT POLICY

Section 4 – Executive Limitations
4.13 – District Calendar
The Superintendent shall not fail to develop and recommend to the Board for adoption a District calendar for the school year, in accordance with state law.

Accordingly, the Superintendent may not:
Fail to consider important religious holidays as the calendar is developed.
Fail to ensure that any change in the calendar except for emergency closings or other interruptions due to unforeseen and uncontrollable circumstances be preceded by adequate and timely notice to students, parents and teachers.
Fail to assure the availability of a copy of the calendar for all parents/guardians of students enrolled in District schools.
Fail to appropriately involve teachers, administrators, students and the community in developing the calendar.

ACADEMIC BENEFIT

• Contradictory research
  • Some research cited need for breaks for students
  • Some research cited retention concerns during breaks
• Benefits seemed to be connected with a longer calendar or intersessions scheduled during breaks
COST

• Increase cost for salaries associated with a longer calendar, added transportation or intersession
• Increased costs for facility related needs—additional cleaning, utilities, wear, etc.

FACILITY IMPACT

• Concern with needed maintenance
• Increased repair
ATTITUDE

• Impact on family vacations/travel
• Student internships/jobs
• Longer work calendars

OTHER CONSIDERATIONS

• Impact on graduation dates and thus students who may start post graduate studies in summer
• Impact on summer interventions
• Alignment to state and national testing mandates and timelines (i.e., number of days must be in session before testing on AIMS, amount of instruction before testing on a nationally scored/normed assessment)
DECISION

Benefits did not outweigh costs and concerns.

Recommendation: As per policy, allow next calendar committee to discuss interest in researching issue.
APPENDIX D

Policies 11.10, 11.11, 11.12, 11.13 and 10.33

Understanding the Public/Parent Concerns & Complaints Policies and Processes

Avenues Available To Handle Concerns

• Contact the staff member directly-most efficient & effective avenue for most complaints
• Contact the site administrator or department supervisor
• Use Student & Parent Handbook resources for next steps including Guide to Solving Problems
• Formal Complaint Process
Goal

- Be proactive
- Resolve issues at the source-most efficient and effective approach
- Create understandings of roles, rights and responsibilities
- Create opportunities for students to learn from poor choices
- Preserve the right of all children to be in a safe learning environment
Tracing a Complaint Through the Processes

CONCERN BROUGHT TO SCHOOL

Has parent discussed concern with teacher?

YES

Concern is referred to school admin

Is concern resolved?

YES

Process complete

NO

Advance to Student Services

NO

Concern is referred to teacher

Is concern resolved?

YES

Process complete

NO

Refer to school admin
Formal Complaint Process

- Can be initiated at any time but encouraged to work through the “Guide For Solving Problems” processes
- Outlined in policy and procedure
- Allows review at each successive level to ensure all information and considerations have been considered and thoroughly investigated
- Utilized to ensure no policies, procedures, laws have been violated
- May result in separate investigation and discipline as well as resolution to complaint
Data Related To Complaints

• Formal Complaints for 2013-14
  – 21 Formal Complaints received for SY 13-14
    • 5 formal complaints related to school discipline

Concerns Regarding Discipline

• 2 Processes
  – Discipline consequences up to and including 10 days or less of suspension
  – Discipline consequences of more than 10 days
  – Why?
Policy 10.42

- Handbook Matrix and Definitions
- Establishes consistent expectations and consequences aligned to reporting requirements
- Avoids concerns with favoritism, discrimination, & inconsistency
- Provides flexibility for mitigating circumstances-do not use zero tolerance
Discipline Data

- 19,245 discipline referrals made to school administration in 2013-14
- 39 complaints made to Student Services related to discipline referrals
- 5 formal complaints filed with district related to discipline referrals
- .03% of the total of discipline referrals

How are Handbooks Revised

- Annual Process
- Input from stakeholders
- Alignment to legal requirements and revisions
- Review of district data to determine concerns and how best to address infractions in the matrix
- Legal input
- Training
Questions

ON POLICIES OR PROCEDURES