

# 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](http://www.dysart.org)>About Dysart>Governing Board>Meeting Packets.*

## DYSART UNIFIED SCHOOL DISTRICT GOVERNING BOARD MEETING

TIME: 9:15 a.m. - Wednesday, December 1, 2010

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

*Persons with a disability may request a reasonable accommodation, such as a sign language interpreter, by contacting the Governing Board Secretary at 623-976-7002. Requests should be made as early as possible to allow time to arrange the accommodation.*

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

### STUDY SESSION TOPIC

- 9:15 – 12:30 - Review and Discuss Recommendation for Revision of the Strategic Plan
- 12:30 - Adjournment

**Dysart Strategic Plan - 2010 - 2013**  
**Exceeding Standards, Future Ready:**  
**Student Achievement**

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

<b>OBJECTIVES</b>	<b>NOTES</b>	<b>MEASURES OF SUCCESS</b>	<b>RESOURCES</b>	<b>TIMELINE</b>
1. Implement plans resulting in students meeting or exceeding on measurements of state standards.	Students will enter high school prepared for a rigorous core curriculum. Students will take high school courses that meet post secondary educational institutions' entry requirements. Dysart graduates are prepared to succeed in credit-bearing first-year college courses without remediation.	100% of students will meet or exceed state standards as measured by mandated state assessments at all assessed levels.	School Level Continuous Improvement Plans Student achievement data Partnerships with post secondary institutions, state and national educational organizations Academic Services and Educational Support Services Departments	Reports show annual increases with goal met in spring 2013
2. Implement New Century Learner Skills as part of the approved curriculum.	Adopted curriculum will include new century learner skills that have been identified and defined by collaborative teams of educators and community partners.	100% of adopted curriculum will include new century learner skills.	International Standards for Technology in Education (ISTE) 21 <sup>st</sup> Century skills and standards National educational organizations 21 <sup>st</sup> Century Partnership Academic Services and Educational Support Services Departments	Adoption aligned to five-year curriculum revision cycle
3. Design and implement assessments that measure student mastery of core standards and New Century Learner Skills.	Students will annually display mastery of new century learner skills appropriate to grade level as measured by the district designed assessments.	Assessments designed and implemented to measure student mastery of core standards and new century learner skills.	Assessments and ancillary materials National educational organizations ISTE 21 <sup>st</sup> Century skills and standards New Century Learner Skills iPAL Educational Services, Academic Services and Instructional Technology Departments	Adoption aligned to five-year curriculum revision cycle
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.	Increasing numbers of students perform at or above benchmark targets established for advanced academic courses and programs Increasing numbers of students will take the PSAT during their sophomore year in high school Increasing numbers of students who take SAT and ACT will score at 1540 on the SAT or 24 on the ACT.	Statistically significant increase in the number of students meeting or exceeding entrance requirements for post secondary pathways.	Advancement Via Individual Determination (AVID) program data Student education on career action plans College Board International Baccalaureate Career and Technical Education (CTE) competencies AZ Tech Prep West-MEC Partnerships with post secondary	Plan implementation 2011-2012 Annual report measuring increases in spring 2013

**Dysart Strategic Plan - 2010 - 2013**

**Exceeding Standards, Future Ready:**

**Student Achievement**

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

OBJECTIVES	NOTES	MEASURES OF SUCCESS	RESOURCES	TIMELINE
<p>Goal A Objective 4 – Continued from page 1</p>			<p>institutions Parent seminars and communications High School Administrators High School Counselors Directors of Curriculum, Student Support, Career and Technical Education, Information Technology and staff Academic Services and Educational Support Services Departments</p>	
<p>5. Implement plans resulting in all schools achieving a state accountability label within the top 2 categories.</p>	<p>Schools meet annual targets for student growth as measured by OYG, district benchmarks and state assessments.</p>	<p>100% of the schools will receive a state accountability label within the top two categories.</p>	<p>AZ Learns student achievement report Yearly label goal chart Z score data OYG data Academic Services and Educational Support Services Departments</p>	<p>Reports show annual increases with goal met in spring 2013</p>
<p>6. Design and implement a college and career planning process that enables students to develop needed skills to transition to postsecondary pathways.</p>	<p>Regional counseling model for college and career planning established ECAPs completed for every student in 7<sup>th</sup> grade and shared with parent(s). ECAPs annually reviewed with student and parent(s) (grades 8-12). An increasing number of students enroll in a 2-year, 4-year or technical college after graduating from high school. Students graduate from high school with their cohort. An increasing number of students apply for and receive scholarships to post-secondary institutions. High School College and Career Centers established. Statistically significant increase in the</p>	<p>90-100% of students graduate from high school with their cohort.</p>	<p>Regional counseling model for college and career planning Partnerships with Community, post-secondary institutions, and civic organizations Parent education Teacher training AVID No Excuses University Parent Universities West-MEC College 101 College and Career Fairs Career and Technical Education Director and staff Lead Counselor and staff Training</p>	<p>Designed and implemented fall 2012</p>

**Dysart Strategic Plan - 2010 - 2013**  
**Exceeding Standards, Future Ready:**  
**Student Achievement**

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

OBJECTIVES	NOTES	MEASURES OF SUCCESS	RESOURCES	TIMELINE
Goal A Objective 6 - Continued from page 2	number of students meeting or exceeding entrance requirements for post-secondary pathways.		Technology High School Administrators Academic Services and Educational Support Services Departments	

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

OBJECTIVES	NOTES	MEASURES OF SUCCESS	RESOURCES	TIMELINE
7. Implement and assess the district developed system that provides relevant data to drive critical educational decisions to improve student achievement.	Schools utilize PLCs and data teams to monitor student progress and plan for instruction. Student achievement data is easily accessible through electronic dashboards. Teacher data (observational, behavioral and assessment) is linked to student achievement to identify practices and behaviors that produce positive results. Disaggregated student data (achievement, attendance/discipline, demographic) is used to eliminate achievement gaps. Program evaluation process identifies programs that produce positive results.	All schools and departments utilize the developed system to provide timely and relevant data to advance programs, practices and policies that result in 90-100% of students meeting or exceeding standards on district and state assessments.	Action research Professional development District database and data systems Hardware & software Assessment systems and test item databanks Research and Accountability, Academic Services and Educational Support Services, Information Technology and Human Resources Departments	Full implementation completed fall 2012 Reports show annual increases in student achievement with goals met by spring 2013
8. Design and implement a plan that provides intervention, extension and enrichment so that each student makes at least one year's growth (OYG).	Students make OYG in all classes. Students meet or exceed state standards as measured by mandated state assessments Students graduate from high school with their cohort. Intervention plan and related student achievement data Students accomplish 100% of the goals established on their student goal sheets. An increased percentage of classroom	90-100% of students achieve one year's growth (OYG) in all classes.	IPAL High school credit recovery program Professional development (PD) for teachers Extended school day Individual Language Learning Plan (ILLPs) Flexible scheduling Best practices research Student achievement data Classroom observation data	Report indicates annual increases with goal met by spring 2013

**Dysart Strategic Plan - 2010 - 2013**  
**Exceeding Standards, Future Ready:**  
**Student Achievement**

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

OBJECTIVES	NOTES	MEASURES OF SUCCESS	RESOURCES	TIMELINE
<p><b>Goal B</b>  <b>Objective 8 – Continued from page 3</b></p> <p>9. Evaluate and revise the professional development plan to provide curricular, instructional, and assessment support to increase student achievement.</p>	<p>time is organized based on students' individual learning needs as measured by the Dysart GPS.</p> <p>Professional development is updated annually based on analysis of data related to measures of staff effectiveness. Professional development can be shown through district data process and systems to improve student achievement. District teachers will complete an online and/or hybrid professional development course each year. An online library of professional development resources is available for teachers. Professional development is provided through flexible schedules and differentiated to meet the needs of campuses and teachers as identified by teacher and student data. 100% of teachers are proficient in the use of technology as measured by the state technology assessment.</p>	<p>Publish a report indicating positive correlation between participation in professional development and teacher effectiveness as measured by one year's growth.</p>	<p>Curriculum and resources online            Educational Services, Academic Services, and Information Technology Departments</p> <p>Professional Development Learning Team (PDLT)            District data process and systems            Program evaluation process            Educational Services, Academic Services, and Information Technology Departments</p>	<p>Report completed by spring 2013</p>

**Dysart Strategic Plan - 2010 - 2013**

**Dysart Culture**

**Goal C: The Dysart Unified School District will exemplify a “We are Dysart” culture.**

<b>OBJECTIVES</b>	<b>NOTES</b>	<b>MEASURES OF SUCCESS</b>	<b>RESOURCES</b>	<b>TIMELINE</b>
10. Implement a plan designed to extend communication to every stakeholder.	Plan to share Seek understanding about how our stakeholders rely on different mediums for receiving communication. Deliver information through multiple mediums/languages to meet the needs of all stakeholders. Identify ways to improve current communication strategies. Assess the transparency of District operations.	A plan is implemented that includes at least one new strategy for delivering information to all stakeholders.	Information Technology Community Relations All stakeholders Translators Technology hardware to deliver multiple mediums of communication (video, print, online, phone, etc.).	Plan designed with new strategy implemented by summer 2011
11. Implement a plan designed to receive communication from every stakeholder.	Plan to listen Create an understanding of how stakeholders share information: <i>When are they able to share?, How can they share?, What can they share?</i> Create school-based and District-based forums to receive input. Schedule frequent live, interactive, webinars. Initiate phone calls to stakeholders to solicit “ <i>how are we doing.</i> ” (District initiated, random, frequent, not advertised, non-repeated contacts)	A plan is implemented that includes a least one new strategy for receiving information from all stakeholders.	Information Technology Community Relations All stakeholders Translators Technology hardware to capture multiple mediums of communication.	Plan designed with new strategy implemented by summer 2011
12. Implement a professional development plan for support staff.	Assess the needs of support staff for professional development to support acceptable job performance. Job specific training vs. professional development Participant evaluations and Support Staff Advisory Professional Development Council Group surveys will indicate that opportunities are available and needs are being met.	A plan is implemented that provides relevant professional development for support staff.	Learn, trainers, facilities, professional development evaluations, focus group surveys, Information Technology, Educational Services, Business Services, and Human Resources Departments	Plan designed and implemented by fall 2011 Ongoing

**Dysart Strategic Plan - 2010 - 2013**

**Dysart Culture**

**Goal C: The Dysart Unified School District will exemplify a “We are Dysart” culture.**

OBJECTIVES	NOTES	MEASURES OF SUCCESS	RESOURCES	TIMELINE
13. Design and implement strategies that establish a “We Are Dysart” culture of customer service.	Include all stakeholders in the “We Are Dysart” planning activities. Design an “own the problem” approach to community service. Assess first impressions at each school and department.	Stakeholder “We are Dysart” strategies and vision for a culture of customer service are created.	Information Technology Community Relations All stakeholders Translators	Vision completed and implemented by fall 2011
14. Identify standards to measure customer service.	Design and implement strategies for customer service. Design a business model customer service plan. Communicate “This is what we do” for each department via school visits.	Produce a rubric of customer service standards utilized district-wide to measure customer service on a timeline as recommended by the feasibility study.	Community Relations Consultant services All stakeholders	Standards of measures identified by spring 2012
15. Design and implement processes for addressing customer service.	Design customer service evaluation based on statistically valid and reliable data. Design and implement a customer service plan.	Customer service evaluation results published each year to report satisfaction based on customer service standards.	Consultant services Community Relations All stakeholders	Plan designed and implemented fall 2012 Rankings published fall 2013

**Dysart Strategic Plan**

**Modeling Success:**

**Leadership and Administration**

**GOAL D: Implement the Carver Policy Governance model to enhance effective governing processes that drive student achievement.**

OBJECTIVES	NOTES	MEASURES OF SUCCESS	RESOURCES	TIMELINE
16. Evaluate, revise and publish a searchable Board Policy to support the Carver Governance Model.	Review and revise all portions of Governing Board Policy to reflect the Carver Governance Model. The Governing Board will change, modify or delete policy language to reflect policy governance. The policy will be accessible to all constituents in an indexed and searchable format.	100% of published Governing Board Policy will be aligned to the Carver Governance Model.	Cabinet Consultants Governing Board Legal counsel	Start adoption spring 2011 Complete spring 2012
17. Design, adopt and implement a Governing Board self-evaluation process aligned to the Carver Governance Model.	Research Board evaluation processes and instruments that align with the Carver Governance Model. The Board will adopt or design a Board evaluation process and instrument to support semi-annual Board evaluation.	At least one time per year, the Board will formally evaluate Board performance in terms of alignment to the Carver Governance Model.	Cabinet Consultants Policy Governance materials Governing Board Governing Board observers	Designed, adopted and implemented by summer 2012
18. Implement training to support adopted governance policy.	Identify a training cadre to receive advanced training in the Carver Governance Model. The cadre will design learning materials and assessments. Dysart community training offered	Training and assessment on the Carver Governance Model will be completed in 100% of school sites and departments (i.e., assessment included measures common and critical vocabulary and major concepts). Learning materials and annual sessions provided for interested community members.	Expert consultants Cadre of volunteer staff to be trained in the common language used with the Carver Governance Model. Resource materials on the Carver Governance Model Learning materials	Start summer 2011 Complete summer 2012 Ongoing as needed
19. Assess, revise, adopt and embed a vision, mission and values/principles statements aligned with district goals and policy governance.	Establish Governing Board workshop to review the current vision and mission and gather input for revision and for value statements. Establish a committee of stakeholders to review the current vision and mission and Board direction for revision and value statements. The committee revises the vision and mission statements.	Revised vision, mission and value statements adopted by the Board to align with the Carver Governance Model and Board goals. The Dysart community successfully implements all components of the Strategic Plan to demonstrate understanding of the vision, mission and values of the organization.	Governing Board Administrative Council Staff associations Parent and community organizations Marketing processes and materials Stakeholder volunteers to form committees. Visioning model process	Adopted by summer 2011 Ongoing reports on Strategic Plan measures of success as per plan timeline



**Dysart Strategic Plan**

**Modeling Success:**

**Leadership and Administration**

**GOAL D: Implement the Carver Policy Governance model to enhance effective governing processes that drive student achievement.**

OBJECTIVES	NOTES	MEASURES OF SUCCESS	RESOURCES	TIMELINE
Goal D Objective 19 continued from page 7	Governing Board reviews, revises, and adopts proposed vision, mission and value statements. Behaviors reflect vision, mission and values embedded in environments as displayed in work produced.			

**GOAL E: Design, implement, communicate and evaluate collaborative goal setting processes to support student achievement.**

OBJECTIVES	NOTES	MEASURES OF SUCCESS	RESOURCES	TIMELINE
20. Implement and evaluate the practices and services of the Human Resources Department through the Continuous Improvement Plan (CIP).	Implement the CIP and fully accomplish all objectives by identified timelines including a yearly evaluation and revision of the CIP.	100% of measures of success identified in the CIP accomplished and reported.	Staff Continuous Improvement Plan Consultants	Fully implemented and evaluated by summer 2011
21. Design and implement a well-defined system for recruiting, retaining and training a stable, yet improving well-balanced workforce assuring the most highly qualified and best suited staff for employment.	Research and design a recruiting plan that reflects data on productive staff profiles. Design retention plan to include staff development, performance based incentives, and advancement opportunities. Implement the recruitment and retention plans.	90-100% of all open positions filled by highly qualified personnel each year. Retention rate of effective employees improves yearly until 85-90% retention rate per year is achieved.	Staff Research and data Recruitment plan Retention plan Stakeholder volunteers to form committees.	Plan designed by fall 2011 Plan fully implemented by summer 2012 Increases annually with measures of success reached by fall 2012
22. Design and implement a Strategic Plan revision cycle and process.	Design a revision process and revision cycle. Implement the revision process and cycle.	The revision cycle and process are implemented every three years in the district.	Staff Materials	Strategic plan and revision timeline designed and adopted by fall 2011 Revision cycle in place by fall 2012

**Dysart Strategic Plan - 2010 - 2013**

**Healthy Students, Safe Schools:**

**Safety and Wellness**

**Goal F: Design and implement a plan to address school safety issues.**

<b>OBJECTIVES</b>	<b>NOTES</b>	<b>MEASURES OF SUCCESS</b>	<b>RESOURCES</b>	<b>TIMELINE</b>
23. Assess and prioritize safety and wellness issues to be addressed.	Identify those current safety and wellness issues that negatively impact student achievement.	A report is produced utilizing District data identifying safety and wellness priorities.	Annual data from referrals from health department, discipline records, surveys, and other relevant data	Fall 2011 Ongoing
24. Design and implement training opportunities with a focus on prioritized District wellness and safety issues impacting staff, parent/community, and students.	Materials and training are continually updated to meet current needs as identified through annual assessment of relevant data.	Safety and wellness materials are designed and utilized for stakeholder trainings. A school safety issue online video library is developed and available to all staff, parents and students.	Agency and community resources identified for utilization. Online video library developed and available to all staff, parents and students. Parent University	Designed by summer 2011 Implemented fall 2011 Ongoing
25. Implement training on District adopted emergency response <i>National Incident Management System</i> (NIMS) protocol.	School and department level teams trained through local agencies. District staff reviews plans.	100% of the school and department safety teams are trained in District emergency protocol.	District emergency plan and response protocol Training through local agencies	Training implemented summer 2011 and goal reached by summer 2012

**Dysart Strategic Plan - 2010 - 2013**

**District Resources**

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

<b>OBJECTIVES</b>	<b>NOTES</b>	<b>MEASURES OF SUCCESS</b>	<b>RESOURCES</b>	<b>TIMELINE</b>
26. Design ways to effectively educate the public on school financing and budgets.	Brochures, website, news articles explaining in easily understood terms the complexity and restrictions of the district budget.	Continued support for District budget initiatives.	Community Relations and Business Services Departments, AASBO Data Project, and ASBO International	Summer 2012

**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.**

<b>OBJECTIVES</b>	<b>NOTES</b>	<b>MEASURES OF SUCCESS</b>	<b>RESOURCES</b>	<b>TIMELINE</b>
27. Design District level budget process to improve the alignment of financial resources to Strategic Plan goals.	Budget summary demonstrating alignment.	Annual reporting indicating resources directed to Strategic Plan goal areas.	Executive Cabinet, Business Services and Educational Services Departments, Meet and Confer Interest Based Approach process, and Continuous Improvement Plan	Fall 2013
28. Implement resources to support the professional development plan necessary for the successful execution of instruction.	Department level budgets which can demonstrate resources are focused on professional development which is aligned with the Strategic Plan. Measureable increases in execution of effective teaching strategies.	Measureable increases in student achievement indicators.	Educational Services and Business Services Departments, student achievement data, classroom walkthrough data	Summer 2014
29. Design and implement a comprehensive long-term capital resource plan including facilities and technology.	Five-year plans for facilities, technology, textbooks, instructional materials, and vehicles	Complete plan and implement recommendations as resources become available.	Business Services and Educational Services Departments, School Facilities Board (SFB) documents and textbook adoption process	Summer 2012

**Dysart Strategic Plan - 2010 - 2013**

**District Resources**

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

<b>OBJECTIVES</b>	<b>NOTES</b>	<b>MEASURES OF SUCCESS</b>	<b>RESOURCES</b>	<b>TIMELINE</b>
30. Design and implement guidelines to monitor expenditures of school site budgets for alignment with the Strategic Plan.	Project team will research and design recommendations for guidelines and criteria.	Guidelines developed Monitoring report indicates guidelines fully utilized at all school sites.	District and Site level staff, educational research institutions and its relevant reports	Guidelines designed by summer 2012 Training completed by fall 2012 Monitoring report completed summer 2013
31. Assess the correlation of the guidelines to improve student academic achievement.	Project team will assess expenditure data tracked in relationship to guidelines and criteria and determine feasibility of implementing the model.	Report of the correlation between the guidelines and student academic achievement completed.	Financial system, Business Services and Educational Services Departments	Summer 2014